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ABSTRACT

Results of testing the validity and reliability of the Australian second language proficiency ratings (ASLPR) are presented. In addition to providing a framework for planning English as a second language programs for immigrants to Australia, the ASLPR was developed to specify second language proficiency in terms of practical language skills. The ASLPR consists of speaking, listening, writing, and reading subscales, and each subscale describes language performance along a nine-point continuum. A learner is rated by matching language behavior with the definition that best describes that behavior, and the outcome is a profile where each skill is rated separately. Three aspects of validity (face, content, construct) were examined by matching the scale descriptions with the observed behavior of learners at the different proficiency levels, and by comparing results on the ASLPR with results on other established tests. The reliability of the scale was examined by assessing the extent to which teachers could interpret the scale and rate learners in the same way as did the researchers who developed it. A measure of both inter-and intra-rater reliability was also obtained. It is concluded that the scale has both high levels of validity and reliability. Future use of the scale by nonprofessionals, through self-ratings and overseas trials, and with other languages is discussed. Appended materials include: validity/reliability results, ASLPR writing exercises, learner ratings, notes for running trials, teacher response and information sheets for Australia and China, and versions of the ASLPR for English in and for Australia, and for Italian, French, and Japanese as foreign languages. (SW)

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REPORT ON THE FORMAL TRIALLING OF THE AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

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1982.

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ABBREVIATIONS USED

ASLPR:	Australian Second Language Proficiency Ratings
AT:	Australian Teachers
ATMS1S1:	Australian Teachers' Means for their First Sighting rating of Speaking.
ATMS1S2:	Australian Teachers' Means for their First Sighting rating of Listening.
ATMS1S3:	Australian Teachers' Means for their First Sighting rating of Reading.
ATMS1S4:	Australian Teachers' Means for their First Sighting rating of Writing.
ATMS2S1	Australian Teachers' Means for their Second Sighting rating of Speaking.
ATMS2S2:	Australian Teachers' Means for their Second Sighting rating of Listening.
ATMS2S3:	Australian Teachers' Means for their Second Sighting rating of Reading.
ATMS2S4:	Australian Teachers' Means for their Second Sighting rating of Writing.
ATS1:	Australian Teachers' First Sighting of trial materials (the videos for S, L and R and the W scripts): generally refers to the ratings ascribed by the teachers.
ATS2:	Australian Teachers' Second Sighting.
ATS1S1:	Australian Teachers' First Sighting rating for Speaking.
ATS1S2:	Australian Teachers' First Sighting rating for Listening.
ATS1S3:	Australian Teachers' First Sighting rating for Reading.
ATS1S4:	Australian Teachers' First Sighting rating for Writing.
ATS2S1:	Australian Teachers' Second Sighting rating for Speaking.
ATS2S2:	Australian Teachers' Second Sighting rating for Listening.
ATS2S3:	Australian Teachers' Second Sighting rating for Reading.
ATS2S4:	Australian Teachers' Second Sighting rating for Writing.
CT:	Chinese Teachers; Chinese teachers' only sighting.
CTMS1:	Chinese Teachers' Means for their rating of Speaking.
CTMS2:	Chinese Teachers' Means for their rating of Listening.
CTMS3:	Chinese Teachers' Means for their rating of Reading.
CTMS4:	Chinese Teachers' Means for their rating of Writing.
CTS1:	Chinese Teachers' rating for Speaking.
CTS2:	Chinese Teachers' rating for Listening.
CTS3:	Chinese Teachers' rating for Reading.
CTS4:	Chinese Teachers' rating for Writing.

EFL:	English as a Foreign Language.
ESL:	English as a Second Language.
FL:	Foreign Language.
FSI:	Foreign Service Institute (School of Language Studies).
L:	Listening; Listening Scale on the ASLPR.
L_1	First language, native language.
L_2	Second language.
m:	Missing data.
M:	Mean.
n:	Number (except in Table 34 where it is used to mean "not applicable" or "not available").
r:	Pearson Product - Moment Correlation Coefficient.
R:	Reading; Reading Scale on the ASLPR.
rho:	Spearman Rank Order Correlation Coefficient.
RR:	Researchers' ratings (taken as the "correct" ratings).
RRS1:	Reseachers' Ratings of Speaking.
RRS2:	Researchers' Ratings of Listening.
RRS3:	Researchers' Ratings of Reading.
RRS4:	Researchers' Ratings of Writing.
s:	Significance level.
S:	Speaking; Speaking Scale on the ASLPR.
W:	Writing; Writing Scale on the ASLPR.

I. BACKGROUND

I.1 Nature of the ASLPR

Development of the Australian Second Language Proficiency Ratings (ASLPR) commenced in September 1978. It was intended to fill two principal purposes:

(1) To provide an overview of the path of development of proficiency in a second language as an overarching framework within which a number of integrated programmes in English as a Second Language for migrants to Australia could be coherently planned;

(2) To provide a means of specifying second language proficiency in terms of practical language skills or observable language performance, i.e., in terms of the sorts of language (especially communication) tasks learners can carry out and how they are carried out.

The ASLPR consists of four sub-scales, one for each macroskill, Speaking (S), Listening (L), Writing (W), and Reading (R). Each sub-scale describes language performance at nine points along the continuum from zero to native-like proficiency (0, 0+, 1-, 1, 1+, 2, 3, 4 and 5). An additional three points are available (though undefined) at 2+, 3+ and 4+ to identify performance that is significantly better than one defined level but is not up to the next. A learner is rated as his language behaviour is matched with the definition that best describes his behaviour. The outcome of comprehensively assessing the learner's proficiency is a profile where each macroskill is rated separately, e.g., S:1, L:1+, R:1, W:1-.

I.2 Development of the ASLPR

The development of the ASLPR was undertaken principally by Elaine Wylie and the present writer though, in the initial stages, assistance was also received from John Mills, Gary Birch, Eila Curtis, Bill Eggington, Kerry Fairbairn, Glyn John, members of the Joint Commonwealth-States Committee on the Adult Migrant Education Program, staff of the Australian Department of Immigration and Ethnic Affairs (Education Branch), and staff of the Australian Department of Education (Language Teaching Branch). Robert Kaplan of the University of Southern California, Los Angeles, has generously responded as a "sounding board" on many occasions and is currently directing the American trials. Other contributors during later developmental stages when languages other than English were being considered included Roger White, Laura Commins, Ann Beaverson, Kyooko Timlock, Edwige Coulin Fiorella Carra and Carlos Zincone. Since April 1980, Edmund Burke, has been a major contributor, initially as principal research assistant during a further research project on the ASLPR, and, subsequently, as an enthusiastic and expert colleague.

Developmental procedures adopted were as follows:

(1) The FSI Scale$^{(1)}$, as the most widely accepted and thoroughly researched performance-based scale then available [see, for example, Clark 1978; Clark 1978a; Clifford 1978; Graham 1978; Ingram 1977; Lado 1978; Lovelace 1978; Mullen 1978; Sollenberger 1978; Wilds c.1965] was taken as a starting-point from which, drawing on their experience of second and foreign language teaching totalling some forty years in different teaching situations in a dozen different countries, the present writer and Elaine Wylie described language behaviour at nine proficiency levels from zero to native-like. In addition, they assessed their emerging description of the path of language proficiency development against the findings in the literature of developmental psycholinguistics [summarized, for example, in Ingram 1978, Chapter 4].

(2) The emerging scale was then re-assessed in some fifty interviews with adult learners of English as a Second Language (ESL) distributed throughout the proficiency range from zero to native-like. These interviews were planned to elicit the characteristics of language behaviour at each level so as to ensure the appropriateness, adequacy and coherence of the behavioural descriptions adopted. This procedure has since been replicated informally many times over and formally for a further forty adolescent ESL learners, fifty FL learners of French, twenty Italian, and thirty Japanese.

(3) The scale was first released in February 1979 for use throughout the Australian Adult Migrant Education Program both to meet urgent practical need for the instrument and so that feedback could be obtained from its practical implementation. Additional feedback came from the fact that it was rapidly picked up and used in many other situations ranging from foreign language teaching programmes in schools, colleges and universities to sociolinguistic surveys [e.g., Parer 1981; Ken Smith (Townsville), personal communication], courts of law [Ingram 1980a] and teacher registration [reported, for example, in Ingram 1982].

(4) Formal trialling of the ASLPR was commenced early in 1980 in order to re-evaluate the instrument and to determine whether the definitions could be applied reliably and validly to adult ESL learners. These trials are reported in this paper but additional trials looking at the application of the scale to adolescent ESL learners and foreign language learners of French, Italian and Japanese were commenced in 1981.

(5) Throughout the period since February 1979, the scale has been continually revised as a result of the procedures outlined above so as to improve the applicability of the instrument to the wide range of proficiencies, learners and languages with which it must be used and to improve the adequacy, coherence, appropriateness and clarity of the scale descriptions. This revision process led to significantly new versions of the ASLPR appearing in February 1979, March 1981, and July 1981. It is anticipated that one more version will be produced following completion of the French, Italian and Japanese trials late in 1982.

II. GOALS AND OBJECTIVES OF THE STUDY

II.1 Goals

In evaluating the ASLPR, two issues (essentially project goals) were initially of interest.

(1) The extent to which the behavioural descriptions adequately and accurately describe a learner's behaviour at that level of proficiency and the extent to which the descriptions as a whole amount to an accurate perspective of how second language proficiency develops.

(2) The extent to which users of the ASLPR are able to interpret the definitions and match them reliably with the observed language performance of second language learners.

The first of these issues (essentially the validity of the scale) was to be examined by matching the scale descriptions with the observed behaviour of learners through the span of proficiency from zero to native-like and by comparing results on the ASLPR with results on other established tests. The second (essentially the reliability of the scale) was to be examined by assessing the extent to which teachers could interpret the scale and rate learners in the same way as did the researchers who developed it. The teachers' performance was to be examined on two occasions, thus enabling their interpretation and application of the scale to be considered and compared on both occasions and providing a measure of both inter- and intra-rater reliability.

Associated with the ASLPR are interview techniques(2) by which a learner's language behaviour is elicited [see Ingram 1979, 1980]. Clearly the validity and reliability of the ASLPR in everyday use is influenced by the effectiveness of the interview [see Ingram 1980, Section VI] but, though insights into interviewing effectiveness were obtained in the study, it has been necessary to postpone formal study of interviewing to a subsequent project. In any case, there are many studies in the literature that show that properly conducted oral interviews can yield valid and reliable results [e.g., Adams 1981; Mullen 1978, 1978a].

II.2 Objectives

As undertaken, the project had the following objectives:

(1) to review, re-assess and modify the ASLPR definitions (or descriptions of levels) in the light of the interviews conducted and the trial results;

(2) to evaluate the ASLPR for validity;

(3) to evaluate the ASLPR for reliability.

Initially, Objective 1 had envisaged the review of the definitions for use with languages other than English and for use with adolescents. It proved impossible with the time and funding available to undertake this task and it became the subject of a subsequent $15,000 research project funded by the Australian Education Research and Development Committee (ERDC) and reported elsewhere. Another objective initially proposed was to develop and evaluate a weighted numerical scoring system to supplement the global judgement of proficiency characteristically used in applying the ASLPR. This objective was abandoned for the following reasons:

(1) Without paid research assistance, time was not available to undertake it.

(2) It was not appropriate to undertake this aspect of the project until the final version of the ASLPR had been developed and assessed, i.e., until both this and the subsequent project had been completed.

(3) Until the ASLPR and the methods by which it is applied have been firmly established, there is danger that a numerical scoring system could be misused and could replace the global assessment, which, it has been emphasized elsewhere [Ingram 1980:Section IV], would infringe

fundamental principles in the nature and use of the ASLPR, principles which, furthermore, differentiate it from the FSI Scale [Foreign Service Institute School of Language Studies 1968].

III. METHOD

III.1 *Validity*

Objective 1 is really a part of Objective 2. The validity of a test is the extent to which the test measures what it claims to measure. Several types of validity are relevant to this study.

Content and *Construct* validity both refer, in evaluating an instrument of this type, to the extent to which the definitions adequately and accurately describe language behaviour at each proficiency level and in the overall development from zero to native-like proficiency. The process described above by which the ASLPR was developed has, hopefully, ensured these forms of validity. They could be definitively ensured, however, only when developmental psycholinguistics has progressed to the point where the nature of second language developmental schedules has been fully determined.

Face validity refers to the extent to which a test "looks right" and is acceptable to the potential users of the test or its results. The ASLPR's face validity is indicated by the rapidity with which its use has extended throughout the Adult Migrant Education Program, by its adoption for rating the proficiency of foreign language learners in tertiary and other educational institutions, by its adoption as the basis on which the Queensland Board of Teacher Education rates the English proficiency of non-native applicants for teacher registration, by its adoption for sociolinguistic surveys in studies of English levels in "migrant" districts in six Australian States [e.g., Parer 1982; see DIEA 1982, Table II], by its use in developing new function-based foreign language syllabuses in Queensland Secondary Schools, and by its acceptance in courts of law for specifying non-native speakers' legal responsibility in signing police-prepared "confessions" [see Ingram 1980a].

Immediate pragmatic (or *concurrent*) validity is measured by the extent to which the results of a new test correlate with previously established tests. This poses some difficulty in that, if the new and previous tests measure the same thing, the new test (unless it has other practical advantages) is superfluous. Furthermore, established standardized tests such as TOEFL and CELT are discrete point, predominantly indirect tests and, consequently, are essentially assessing something different from, though related to, what the ASLPR assesses. That is, TOEFL and CELT are especially tests of language knowledge(3) yet, while there is undoubtedly a knowledge factor in language performance, knowledge is not the same as the ability to mobilize knowledge in a communication task (i.e. proficiency). In other words, a test of knowledge is not testing the same thing as a test of language behaviour or proficiency and, consequently, though one would expect to see some correlation between an indirect, knowledge-based test such as CELT and a direct, performance-based or behavioural test such as ASLPR, one would not necessarily expect a high or stable correlation to be found across all learners. In the present study, immediate pragmatic validity was assessed by comparing ASLPR ratings assigned to the learners by the researchers who developed the instrument with the same learners' results on the CELT test [Harris and Palmer 1970], three cloze tests, and three dictations. The cloze tests and dictations were selected by experienced teachers of ESL as being "easy", "medium" and "difficult" [see Appendices One and Two]. The decision to include cloze and dictation was made because of the numerous studies by Oller and his colleagues that have suggested that these tests could be good indicators of general language proficiency and that they correlate at significant levels with standardized tests of general proficiency such as TOEFL [e.g., Hinofotis 1980; Oller 1979:Chap.10]. In addition, the CELT test is designed for use with university entrants who have already done some years of English study and so is intended for relatively advanced learners [cf. Carroll in Buros 1975, pp.206-207]; the three clozes and dictations were adopted as instruments that spanned the full proficiency range and were undertaken by all learners.

Ultimate pragmatic (or *predictive*) validity refers to the extent to which a test succeeds in predicting the effectiveness with which (in the case of a language proficiency test) the language can be used in real-life situations. In that the interview technique by which the ASLPR is applied aims at having the learner demonstrate his proficiency in real-life activities, the ultimate pragmatic validity of the ASLPR should be assured if it stands up to the other evaluation measures. It can also be estimated by having "naive" (i.e., untrained) native speakers rate the learners and then comparing their results with the formal ratings, i.e., one would be comparing the formal proficiency ratings with the real-life acceptability of the learner's performance. Another approach could be based on feedback from real-life (e.g., the workplace) to establish the extent to which higher ratings on the ASLPR correlate with language adequacy in real-life activities. It was not possible to undertake the formal evaluation of ultimate pragmatic proficiency in this study with the constraints of funds, time and paid personnel that existed though informal feedback concerning learners rated on the ASLPR and their subsequent work experience seems to confirm its predictive validity.

III.2 Reliability

Reliability refers to the extent to which the results of a test are consistent or stable, i.e., the extent to which different markers mark a test in the same way (inter-rater reliability), the extent to which the same test measures in the same way on different occasions (test-retest reliability), and the extent to which the same markers mark a test in the same way on different occasions (intra-rater reliability).

With an instrument such as the ASLPR, *test-retest* reliability is best assessed with construct validity. In principle, it ought to be assessed by having each learner interviewed and rated by the same interviewer and rater on two or more occasions. Yet, for valid comparisons to be made between the ratings, the test times would have to be close enough to avoid significant proficiency changes as a result of learning or regression and the proximity of the occasions would make it difficult to ensure that the second and subsequent interviews and ratings were not affected by the earlier ones. The problem is resolved, however, if one realizes that, with an instrument of this sort, provided that the other forms of reliability are assured, test-retest reliability is likely if construct validity exists, i.e., if the proficiency descriptions at all levels are accurate, adequate and consistent. If they were not, then raters could focus on different aspects of the learner's language behaviour on different occasions and, hence, give inconsistent ratings. Thus, if the ASLPR has construct validity, one could expect it to have test-retest reliability. Of course, even granted such reliability in the ASLPR and its rating procedure, it could be missing in the total test activity if the interviewing were deficient. It has been shown elsewhere that properly conducted interviews can yield results with a high degree of validity and reliability [e.g., see Adams 1981; Mullen 1978a] and, in these trials, it was the instrument itself that was being assessed rather than interviewing.

Inter-rater and intra-rater reliabilities were of particular interest, first, because of the importance of inter- and intra-rater reliabilities in themselves and, second, because their examination would allow an assessment to be made of the extent to which teacher-raters could interpret and apply the ASLPR in the same way as each other and, most importantly, in the same way as the researchers who developed the scale. Inter-rater reliability was measured by the correlations between the ratings assigned by each teacher and those assigned by the researchers and the other teachers. Intra-rater reliability was measured by the correlations between each teacher's ratings of the same videotaped interviews and W scripts on two different occasions one year apart.

III.3 Procedures

III.3.i Learner Data

As already noted, informal "trials" were held as part of the process of developing the ASLPR. During these "trials", the developers interviewed over 50 ESL learners (as well as many more subsequently) and, by observation and analysis, assessed the coherence, adequacy and consistency of the evolving scale descriptions, and modified them as needed. The formal trials reported here were commenced eighteen months later.

Some twenty-four adult ESL learners were selected to participate in the formal trials. They were informed about the nature of the exercise in a letter [Appendix Four] translated into the learner's L_1 or explained by a native speaker of their language. Having signed a release allowing the use of the materials obtained for research and teaching purposes and having filled in a "Learner Information Sheet" [Appendix Five] to give information on some of the factors that might have influenced their English development, they were interviewed onto videotape to show their proficiency in S, L and R and were asked to attempt a variety of writing tasks [Appendix Three] that would provide a script on which their W rating could be assigned. All learners were given the same W items and were encouraged to do as much as possible without time constraint. Teachers supervising the W test were permitted to explain what was required to ensure that failure to comprehend the question did not inhibit the learner's writing and the supervising teacher was permitted to replace one exercise with another of equivalent complexity if it seemed that the task assigned rather than the learner's underlying proficiency was preventing the learner's attempting to write. The interviews showing S, L and R were recorded on 30-minute, black-and-white U-Matic cassettes and were restricted to 25 to 30 minutes to eliminate interview length as a variable in the assignment of ratings. From the twenty-four interviews, sixteen were selected to provide, in each macroskill, a spread of learners throughout the scale from 0+ to 5. Appendix Six shows the learners selected and their ratings. Two interviewers were used, both experienced in the use of the ASLPR; generally, one conducted the interview for S and L and the other for R [see Appendix Seven]. All learners were also asked to do the cloze tests, dictations, and ASLPR Writing test at about the same time as the interview for S, L and R was conducted. Most did these just before and/or just after the interview and on the same day but none did them more than a week later. The dictation was taken from a cassette recorded by a native speaker of Australian English using standard techniques in which the passage was read four times, the first and last at conversational speed and the second and third times in short repeated phrases. Instructions for marking the dictations are shown in Appendix Two. Cloze were marked on the "acceptable word" basis. The CELT test was taken by most learners approximately two weeks after the rest of the battery was taken since the supplier failed to send the materials on time. The CELT L-A tape was re-recorded according to the instructions given by Harris and Palmer 1970 using native speakers of Australian English.

III.3.ii Teacher Ratings

The teachers' personal characteristics are summarized in Table 4. The Australian teachers who participated in the trials were selected by the Adult Migrant Education Service in their State and consisted of 6 teachers in Sydney, 8 in Melbourne, and 7 in Adelaide. All were teachers of ESL in the Adult Migrant Education Program, all but one were native speakers, and all had had some (but widely differing) training and experience in using the ASLPR [see Table 34]. Subsequently, another 15 non-native English-speaking teachers in China also participated. The Chinese teachers were mainly senior, experienced teachers of EFL from universities and institutes around China who were completing their first semester of a 12-month Diploma in Applied Linguistics. The trials came at the end of a semester unit in methodology, course design and testing and included, immediately before the trials, an approximately six-hour introduction to the ASLPR. Though their proficiency was not formally rated, the present writer's estimate after teaching these teachers for three months was that most had proficiencies in all macroskills around 3, while one or two were 4+ or 5 on W, with one teacher significantly lower, around 2 on all macroskills.

The Australian teachers viewed the videos and W scripts during 1½ days in Melbourne and Adelaide in April and May 1980 and 1981. The Chinese teachers viewed them in three half-day sessions in January 1980 at the Guangzhou Foreign Languages Institute, China. The materials were viewed in the random order shown in Appendix Five, determined by pulling names from a box. The learner's interview was first observed, he was rated for S, L and R, and then W scripts were distributed and rated. Care was taken to ensure that no collaboration took place, response sheets being collected at every break and new ones distributed. "Teacher Information Sheets" were distributed in order to obtain personal information that might have affected a person's ability to use the ASLPR. The procedural instructions, response sheets used by teachers to show the learners' ratings, and the teacher information sheets are shown in Appendices 8, 9 and 10 respectively. The information obtained from the Teacher Information Sheet is summarized in Table 34.

The outcome of these procedures was that each learner was rated on all four macroskills by the researchers, twenty native English speaking and one non-native English speaking Australian teachers, and fifteen non-native English speaking Chinese teachers. In addition, each learner took the CELT test, three cloze passages, and three dictations. In summary, for each learner used in the formal trials(4), the following data is available:

1. A rating on each macroskill by the developers of the ASLPR (the researchers.
2. A rating on each macroskill by each of 21 Australian teachers on their first sighting of the material.
3. A rating on each macroskill by each of 17 Australian teachers on their second sighting of the material.
4. A rating on each macroskill by each of 15 Chinese non-native English speaking teachers who sighted the data once only.
5. A score for the CELT Vocabulary test, V-A.
6. A score for the CELT Structure test, S-A.
7. A score for the CELT Listening test, L-A.
8. A total CELT score.
9. A score on three cloze passages:
   Easy
   Medium
   Difficult
   and the Total.
10. A score on three dictations:
    Easy
    Medium
    Difficult
    and the Total.

III.3.iii

The statistical analysis of this data was made using a variety of routines based around the Statistical Package for the Social Sciences and run on a Hewlett Packard HP-3000 Series III processor. Routines used were condescriptive, Pearson correlation, and nonparametric (Spearman Rank Order) correlation [Nie et al 1975, pp.161, 216, 288]. Additional routines included canonical correlation and the preparation of scattergrams based on the teachers' mean ratings.

As already indicated, most interest in the study devolves on correlations between the ASLPR and other things (e.g., the semi-direct and indirect tests) and between the ratings assigned by the teachers and researchers. With an ordinal but non-parametric instrument such as the ASLPR, suitable and wholly defensible statistical procedures which will provide all the information desirable are difficult to find. For correlation purposes, the Spearman Rank Order Correlation Coefficient is the most defensible but, in these trials, the extent to which learners were rated at the same absolute level as the researchers rated them was important and not just the rank order, i.e., it was desirable to know to what extent learners rated, for example, at 2 by the researchers were so rated by the teachers and not just whether the teachers rated them as better than those the researchers rated at 1+ and worse than those the researchers rated at 2+. For this reason, the Pearson Product-Moment Correlation was also run.

Since it is based on Standard Deviation (SD), statisticians dispute the appropriateness of the Pearson correlation for use with non-parametric data such as the ASLPR provides, some statisticians asserting that SD is sufficiently robust to be utilized and others denying it [Barrie Downes, personal communication]. Despite this theoretical dispute, most studies that have looked at or used the FSI Scale or a modification of it (including most of those listed in the Bibliography, e.g., Adams 1978) use the Pearson Product-Moment Correlation. Its value lies in the fact that it uses actual scores rather than rank orders. Thus, in this study, despite statisticians' arguments, it was hoped that the Pearson might reveal if teachers failed to rate learners at the same absolute level even though they rank-ordered them in the same way.

For statisticians, the problem in using the Pearson correlation seems to be that the intervals between the ASLPR levels are not demonstrably uniform, i.e., the interval between S:0+ and S:1- is not demonstrably the same as that between S:4 and S:4+. However, one could argue that, in looking at the ratings assigned, one is ultimately interested in whether raters assign ratings equal to or one or more scale steps above or below that of the researchers, i.e., one is interested in the dispersion of the ratings. To this extent, what the intervals mean in proficiency terms seems less important than the fact that one level is one rating step away from the next; the data is not being used to say that Learner X is n% better than Learner Y, but rather it is being used to see to what extent each rater assigned the same point on the scale to a learner as did the others and, more importantly, as did the researchers. That is, the scores that ultimately emerge for analysis are no more or less parametric than those that emerge from CELT and TOEFL and it would seem no less appropriate to consider SD-based data for the ASLPR than for the CELT or other numerical-outcome tests where the meaning of a score difference of ten is impossible to interpret precisely in proficiency terms and a difference of ten between 30 and 40 on the TOEFL is as difficult to compare with the difference between 200 and 210 as are the ASLPR examples given above. Nevertheless, in view of the statistician's dispute, one would be on shaky grounds in over-valuing insights from the Pearson correlations but one can at least say that, if teachers maintained similar rank order amongst the learners (thus resulting in high Spearman correlations) but differed considerably on absolute scores, there should emerge clear differences in the Spearman and Pearson correlations. Hence, despite their disputable virtue, the Pearson Product-Moment correlations were obtained in case they suggested problems that Spearman correlations missed. As it happened, however, both sets of correlations emerged at about the same high level [see Table 2].

Scattergrams based on mean teacher ratings were also obtained as a means of showing visually the extent of agreement amongst teachers and of identifying visually any point in the scale where there was less agreement and where problems might occur.

IV. RESULTS AND DISCUSSION

IV.1 Validity

Table 1 shows each learner's results on all tests. Table 2 shows the correlations between all the tests administered though, here, it is the correlations between the ASLPR and the semi-direct and indirect tests that are of most interest.

In discussing the methods by which validity was assessed [Section III.1 above], arguments were produced for the probable *face, content, construct* and *ultimate pragmatic validity* of the ASLPR.

In discussing *immediate pragmatic (or concurrent) validity*, it was emphasized that not too much importance should be attached to any lack of correlation between the ASLPR and indirect and semi-direct tests since they are measuring essentially different, though overlapping, things. Nevertheless, Tables 1 and 2 show that, on the Australian data, significant correlations were found. For conciseness, Table 3 shows the correlations between the ASLPR ratings for each macroskill as assigned by the researchers (the developers of the scale) and the learners' results on each subtest of the CELT. All correlations are significant at or beyond the .001 level. rho ranges from .83 (ASLPR Listening and CELT Vocabulary) to .96 (ASLPR Reading and CELT Total).

These results are somewhat higher than others reported elsewhere when indirect and direct test results are compared. Mullen [1978] compared TOEFL results with ratings from a modified FSI-type interview. She obtained correlations little above zero when the learners had learned English as a foreign language by traditional, largely passive, means though, when the same learners were tested later after a period in an English-speaking environment, overall correlations were a little above .4. Mullen accounts for the difference in these terms:

> *"For those who have studied English as an academic subject in their home countries and have had very little opportunity to use and apply knowledge of the language in their day-to-day activities outside the classroom, passive control over the language will exceed active control. If the interview is to be considered as a means of testing active control and TOEFL is a means of testing passive control, and if passive control is greater than active control, one would expect no high degree of correlation between TOEFL and the interview in the first testing period. However, after a period of language instruction in the language to be learned, and after a period of time in which the subject is forced to conduct most of his day-to-day activities in the second language, one would expect greater active control as well as greater passive control. Moreover, one would expect a higher correlation between the interview and TOEFL for the second testing period. This, indeed, turns out to be the case...."*
> [Mullen 1978:183-4]

In other correlational studies, Clifford [1978] reports Pearson correlations of .83 to .86 between a specially modified FSI-type rating and the *MLA Cooperative Foreign Language Proficiency Tests : German.* Carroll [1967] reported correlations ranging from .58 to .86 between FSI ratings and the *MLA Proficiency Tests for Teachers and Advanced Students.* As well as their own, Politzer et al. [1982] list a variety of studies that give correlations of differing levels between tests of linguistic and communicative competence.

Clearly, the ASLPR-CELT correlations are higher than in all of these studies using a variety of interview and rating procedures more or less closely based on the FSI procedures. One could speculate that the differences between the CELT and the other tests are the cause, yet perusal of the tests [e.g., reviewed in Buros 1975] shows that their approaches are fairly similar. In the case of the CELT and TOEFL, Carroll reports a high degree of similarity between the results [reported in Buros 1975, p.207].

Table 5, however, shows somewhat lower CELT-ASLPR correlations for students learning English as a Foreign Language in China and interviewed and rated by the present writer. Though the levels of correlation are somewhat higher than in Mullen's study where the learners had had little practical communicative experience of the language, similar explanations for the lower correlations seem appropriate. First, the learners in the Australian study had learned English in predominantly function-based courses and were continually involved by virtue of living in an English-speaking environment in applying their knowledge in the sorts of practical communication situations that the ASLPR is interested in. In other words, one could expect the difference between the Australian-based learners' knowledge and their ability to apply that knowledge in communication tasks to be less than in China where the learners followed traditional grammar-based courses and had little opportunity to apply their knowledge in real communication activities. In the latter case, one would expect factors besides language knowledge and learning ability to intervene in determining the learners' practical proficiency, factors such as their willingness to "have a go" and make maximum use of what resources they had and their experience in doing so. This interpretation was lent further strength during trials of the French version of the ASLPR when it was observed (though not quantified) that multilingual High School students in a predominantly "migrant" suburb of Sydney seemed to make more effective use of their limited French repertoire than did their English-monolingual classmates.

More evidence that the difference in levels of correlation between the Australian and Chinese data may result from the differential effect of different learning activities and teaching methods is seen in the different correlations involving W in the Australian and Chinese data [see Tables 2 and 4]. In the Australian data, the levels of correlation between all four macroskill ratings are about the same and range between .93 and .99; in the Chinese data, the range is .73 to .88 between S, L and R but .57 to .7 where W is involved. That is, the Chinese students' ability in W differed more from their ability in S, L and R than occurred with the Australian learners. This undoubtedly reflects the formal writing orientation of traditional methods and the probability of there being more direct carry-over from the students' formal classwork to the W activities of the ASLPR test than in the practially oriented procedures of S, L and R since the W test is the most "formal" of the ASLPR interview procedures and the one where the monitoring ability developed by traditional methods can most freely operate (especially since no time constraint is imposed in the ASLPR W test).

In all the comparisons, the level of correlation is about the same for the Pearson as for Spearman. In other words, even if, conservatively, one can consider the Pearson results only in gross terms, the relationships between the CELT scores did not differ much from the relationships between the ratings assigned by the researchers.

These results provoke the important question of the extent to which the time-efficient but theoretically, proficiency-inefficient CELT test (or another of better or equal validity) can realistically replace the time-inefficient but, theoretically, more proficiency-efficient ASLPR. In broad terms, the level of correlation is such that one can say that, for learners learning English as a *second* language in function-based "active" courses, results on the CELT test will, in most cases and certainly on a group basis, indicate the sort of results they would get on the ASLPR. For learners learning English as a *foreign* language in traditional "passive" courses, the CELT result might be indicative of their ASLPR rating but the relationship is unstable and one could not be certain that an individual scoring well on CELT would always rate well in practical proficiency on the ASLPR. Furthermore, the data provided highlight the fact that even a highly significant correlation does not ensure justice for all individuals (if, because of its focus on real-life practical skills, the ASLPR can be considered to give a more just measure). The most that can be said is that, if one wants a gross indication of how well learners are doing and their likely level of proficiency, this study shows that the CELT could be used but the ASLPR is essential if a more accurate measure of practical skills and especially of the skills of each individual is required. This is especially the case with foreign language learners from a traditional course as a closer examination of the Chinese data shown in Tables 6, 7 and 8 emphasizes. In these tables, we see that the learners span a broad range of CELT results though their practical proficiency spans a narrower ASLPR range and, though some of their CELT scores (especially on the structure test) are high, their actual practical proficiency is relatively low. Further evidence is found in other studies [e.g., Mullen 1978] and in the Second Year Chinese data where the correlations between direct and indirect tests are found to be much lower and virtually not significant. Tables 5B and 7 show results for Chinese Second Year students who participated in the same study as the Chinese Third Year students (Tables 4, 5A and 6) whose results have already been discussed. For the Second Year students, the correlations vary considerably but are generally much lower than in the Third Year data. [See Ingram 1982 for a fuller discussion of the Chinese data.]

To sum up, the CELT test might be used to give a gross measure of proficiency (especially on a group basis) but, for a more accurate picture, especially of individual learners' practical skills, the ASLPR would have to be used. Where large numbers of learners have to be tested, it could be more economical, initially, to use an indirect test such as CELT as a means to "weed out" those who, for example, would have virtually no chance of meeting requirements (e.g., for entrance to a tertiary institution) but then to make the final selection on the basis of the ASLPR. The correlation differences in the two studies [Tables 3, 4, 5, 6 and 7] show that, where *foreign* language learners are involved, more latitude would be necessary at the initial selection stage using CELT than would be needed with *second* language learners. This dual approach (where a mass pencil-and-paper test is used for the first gross selection of learners and the ASLPR for finer and individual decision-making) is only to be recommended where time and cost are vital considerations. In other circumstances, the ASLPR would seem likely to give a fairer, more accurate, and more practically oriented measure of each individual's proficiency.

Similar comments to those made on the indirect tests are applicable to the semi-direct tests. Table 2 shows that about the same level of correlation was found between the ASLPR and the harder cloze tests and dictations as was found between the ASLPR and the CELT. The easier cloze tests and, to some extent, dictations tended to yield slightly lower but still highly significant correlations perhaps because, being too easy for the more proficient learners, they failed to discriminate amongst them. The highest correlations for the cloze and dictations are, as one might expect, with ASLPR Reading and Writing. Again, the same conclusions are applicable in terms of the possible use of cloze and dictations for quick but gross estimates of group proficiency.

IV.2 Reliability

It should be reiterated that the interview procedure was not being examined in these trials and, for that reason, the interviews were kept constant with the raters viewing the same videotaped interviews conducted by only two interviewers. In assessing the scale, reliability was considered of particular importance because it would indicate the extent to which raters were able to interpret the scale and apply it in the same way as each other and, particularly, in the same way as the researchers who developed it.

IV.2.i Rest-retest Reliability

In discussing the methods by which reliability was assessed [Section III.2 above], it was argued that test-retest reliability of the scale was likely if construct validity was assured and if the other forms of reliability were found to exist. It will be seen that reliability coefficients are high, it was argued earlier that construct validity was probable, and, hence, test-retest reliability seems likely to exist.

IV.2.ii Inter-rater Reliability

Inter-rater reliability considered the extent to which the 20 native and 16 non-native speaking raters (21 Australians and 15 Chinese) could rate the same 16 learners in the same way as the developers of the scale and as each other. This was to be taken as an indication of the extent to which teachers (both native and non-native speaking) could interpret and apply the scale in the same way as its developers. For this purpose, the macroskills were considered separately, first, because the recommended outcome in applying the ASLPR is a profile showing S, L, R and W separately and not a single figure rating and, second, because the ASLPR is applied as four separate (but related) scales.

The approach adopted in this study was somewhat different from those in most other reliability studies reported in the literature [e..g, Clifford 1978]. In these, the interview procedure itself seems to have been involved so that one has difficulty separating out reliability of interpretation and application of the scale from validity and reliability of the interview procedure. Many studies reported [e.g., Mullen 1980; Clifford 1978; Henning et al 1981] involve the use of sub-scales (e.g., for such features as grammar, fluency, pronunciation) with much of the interest being directed to the ratings on the sub-scales and the overall ratings being the addition of the sub-ratings. Hence, comparisons with the present study are hard to make though the results on the other studies are worth observing. In Mullen's [1980] study, learners were interviewed and rated by pairs of raters. Significant differences were found between the two raters in some of the sub-scales used though high reliability coefficients occurred in the overall scale. Clifford reported an inter-rater reliability coefficient of .83 in the total rating and .93 for intra-rater reliability. Clark's study [1972:127] was more comparable to the present one in that he used 80 taperecorded FSI interviews which were rated by two trained raters. He reported that the "'1' to '5' score levels assigned were found to coincide in approximately 95 percent of the cases." Adams's [1978] study also used audio-recordings and reported inter-rater correlation coefficients between pairs of raters ranging from .82 to .98 with a mean of .91 [Adams 1978, pp.134-135].

The (inter-rater) correlations between each teacher's ratings and those of the researchers (the developers of the scale)are shown in Tables 9, 10, 11 and 12. All correlations are high being at or beyond the .001 significance level, suggesting a high level of agreement in interpreting and applying the scale. For the 21 native-speaking Australian teachers, correlations with the researchers' ratings can be summarized as follows:

Speaking : rho ranges .91 to .99 with a mean of .96;
r ranges .94 to .99 with a mean of .96.

Listening : rho ranges .89 to .98 with a mean of .94;
r ranges .9 to .99 with a mean of .94.

Writing : rho ranges .93 to .997 with a mean of .96;
r ranges .93 to .99 with a mean of .96.

Reading : rho ranges .91 to .99 with a mean of .96;
r ranges .91 to .98 with a mean of .95.

For the non-native speaking Chinese teachers, the levels of correlation are only slightly lower and still at or beyond the .001 level of significance. In summary, the correlations of their ratings with those of the researchers are:

Speaking : rho ranges .88 to .98 with a mean of .95;
r ranges .83 to .98 with a mean of .93.

Listening : rho ranges .88 to .96 with a mean of .93;
r ranges .89 to .97 with a mean of .94.

Writing : rho ranges .88 to .98 with a mean of .95;
r ranges .87 to .98 with a mean of .94.

Reading : rho ranges .88 to .98 with a mean of .95;
r ranges .83 to .98 with a mean of .93.

It is noteworthy that almost the same level of agreement occurred whichever correlation was used, i.e., whether one looked at rank order or absolute ratings. Whatever position one might adopt on the appropriateness of the Pearson procedure (and here it seems more appropriate since we are looking at the dispersion of the ratings as reflected in scores assigned on a numerically linear scale rather than at grouped proficiency levels), one would have expected correlation levels to differ more if agreements on absolute ratings and on rank order had differed greatly. In brief, it seems that both native and non-native teachers were able to interpret and apply the scale in a way closely similar to the researchers who developed it.

Further information on the extent of agreement between the teachers and researchers can be found in Tables 33 E, F and G. Here we see that, overall, almost half the ratings assigned by the teachers were the same as those assigned by the researchers. Comparison of this figure with the high correlation coefficients found, with the teacher means in Table 33A, and with the ranges in Table 24 confirms what inspection of the actual teacher ratings indicates, viz., that where variations occurred between the teacher and researcher ratings, they usually did not exceed one "step" on the ASLPR (where a "step" is the distance between, for example, 0+ and 1-, 1- and 1, 2 and 2+, or 3+ and 4). Table 33A shows that, if group ratings are used, two-thirds of the teacher ratings are the same as the researchers' ratings, and only 3.1%, 1.6% and 4.7% of the ratings differ by more than one step (for ATS1, ATS2 and CT respectively). Tables 33E and F show that where this variation did occur, there was a tendency for teachers to rate learners lower than did the researchers. Differences appear in Tables 33E, F and G between different sightings, different macroskills and different interviewers but these will be discussed subsequently.

The preceding discussion of inter-rater reliability is based on the statistical data in Tables 9 to 33. This data and the conclusions from it are more readily visible in the scattergrams in Tables 35 to 46. If there were complete agreement between the teachers and the researchers, the asterisks marking the comparison between the researchers' rating of each learner and the mean of the teachers' ratings for each learner would approximate a 45° line. The extent to which the asterisks vary from the 45° line reflects the extent to which the teachers failed to match the researchers' ratings and inter-rater reliability declined. Clearly, as has already been noted, there is a high level of agreement between the teachers and researchers in their interpretation and application of the scale. Comparison of the scattergrams in Tables 35 to 42 with those in Tables 43 to 46 reflects the lower level of reliability amongst non-native speakers as compared with native speakers even though there is still a significant level of agreement between the Chinese teachers and researchers. In all these tables, the greater variation in the middle part of the scale can be seen in the "bulge" away from the 45° line between Levels 1 and 3.

Tables 51 to 58 provide additional comparisons not discussed earlier. Above, we have considered only the correlations between the teachers and the researchers or between each teacher's ratings on two occasions. Tables 51 to 58 show, for interest, comparisons between the Chinese and Australian teachers. Again, though there is greater variation from the 45° line than in the other scattergrams, there is a high degree of correlation between the Chinese and Australian teachers. The differences that are evident are attributable to the native-non-native speaker differences which we shall see constitute the most significant variable in determining teachers' ability to implement the ASLPR.

IV.2.iii Intra-rater Reliability

Intra-rater reliability coefficients for the native speaking teachers as shown in Tables 13 to 16 are at about the same level as inter-rater reliability coefficients, again suggesting that the 17 teachers who rated the learners on two separate sightings a year apart rated them in essentially the same way on both sightings. On the second sighting, however, they tended to assign ratings closer to the researchers' ratings (a noteworthy phenomenon to be discussed subsequently). In summary, correlation coefficients between the two ratings of each teacher ranged as follows:

Speaking : rho ranges .93 to .99 with a mean of .97;
r ranges .93 to .99 with a mean of .97.

Listening : rho ranges .91 to .98 with a mean of .96;
r ranges .92 to .98 with a mean of .96.

Writing : rho ranges .92 to .98 with a mean of .96;
r ranges .91 to .99 with a mean of .96.

Reading : rho ranges .87 to .98 with a mean of .96;
r ranges .91 to .98 with a mean of .96.

Despite the high level of these correlations, some differences between the first and second ratings and the teachers' agreement with the researchers' ratings occurred and the direction of change in that agreement is of interest. Tables 17 to 20 show the inter-rater reliability coefficients when the teachers' second ratings are compared with the researchers' (only) ratings. Tables 25.A, 26.A, comparison between Tables 9 to 12 and 17 to 20, and comparison between Sub-tables A and C in Tables 21 to 24 show that, if anything, the teachers agreed more with the researchers on the second occasion. This is confirmed also in Tables 33E and F. With a 12-month time lapse between the two sightings of the videos and W scripts, memory of earlier ratings could not reasonably be expected to have caused this apparently improved interpretation of the scale and it would seem rather to be attributable to the extra year's experience in using the instrument. In fact, we shall see, as we proceed, that training and experience do, understandably, affect the reliability of a teacher's interpretation and application of the ASLPR [see Table 34C].

Tables 47 to 50 reflect the high intra-rater reliability already noted since these scattergrams show comparisons between the teachers' first and second sightings. Clearly, here, the scattergrams show almost a straight line distribution reflecting the high intra-rater reliability figures already discussed.

IV.2.iv Extent of Variations

A more detailed analysis of the reliability coefficients provides further information on variations that occur in the ratings. First, Tables 21 to 24 and 30 to 33 show that the relatively high inter-rater correlations could mask actual variations in ratings that do occur. Though, overall, the coefficients show that any learner has a good chance of being accurately rated, variations do occur. For the Australian teachers, the range for any learner (which reflects the *least* reliable rating) is as much as six steps on the scale though for 37.5% of First Sighting (ATS1) cases, it does not exceed two steps, i.e., one above to one below the researchers' rating and for another 31.5% the range is three steps. In other words, even if one considers only the *least* reliable ratings, 68.7% of ratings assigned are within one to two steps of the researchers' ratings. On the second sighting, the Australian teachers' ranges were much narrower and nowhere exceeded 4 steps; for 53.1% of cases, the range did not exceed 2 steps and for 78.1% it did not exceed 3 steps. For the Chinese teachers, a similar picture emerges as for the Australian teachers' first sighting though, on S, the range is one greater(7) but two less (4) on R so that on 37.5% of cases the range did not exceed 2 while on 59.4% the range did not exceed 3 steps. Tables 33E and F show that, in terms of actual ratings, almost a half of the teachers' ratings were exactly the same as the researchers' ratings.

Another picture of dispersion is provided by SD (Tables 21 to 24, 26A and 33A). Here we see that the average variation of the teachers' ratings from the researchers' does not exceed one step. These tables show that, if one were to take the mean rating of a group(6) of teachers (whether native or non-native) there would, in two-thirds of cases, be complete agreement with the researchers' ratings and, where variation does occur, it is most unlikely to exceed one step. Tables 33E and F show that almost half the teachers' actual ratings were the same as the researchers' ratings.

IV.2.v Where Variations Occur

In assessing the scale, it is important to ask where reliability decreases. For instance, the ASLPR differentiates more finely from 0 to 1 than does the FSI Scale and, consequently, one might expect that reliability could be less at the lower end of the ASLPR. One might also doubt whether non-native speakers can rate reliably learners at levels above their own proficiency. Neither of these two hypotheses are borne out either if one considers ranges (i.e., the worst cases) or means (reflecting the average dispersion). Tables 25.B and C and 26.B and C show that variation in the ratings assigned tends to be least in the lowest quarter of the scale (0 to 1-), to increase to the upper middle (2+ to 3+), and to decrease in the top quarter (4 to 5). This trend occurs in both Australian (native speaker) sightings and with the Chinese (non-native speaker) ratings. To some extent, the narrower dispersion in the lowest and highest ranges may be attributable not to greater agreement in the interpretation and application of the scale but to the "ceiling" effect caused by the absolute limit to variation imposed by the 0 and 5 levels.

Though one cannot say for certain that interpretation and application of the scale to learners in the lowest and highest proficiency ranges is significantly more reliable than elsewhere in the scale, one can, at least, say that, despite the greater definition the scale provides in the lowest range, learners at this level are rated no less reliably and variation here is, as elsewhere, no more, on average, than ± 1 step. It is also striking that the Chinese teachers (who were themselves around 3 on all macroskills) could rate learners of greater proficiency than themselves as reliably as could the native-speaking Australian teachers. For the non-native speaking (Chinese) raters, it is the range around their own level that shows the greatest variation.

One might also ask whether factors associated with the trial procedure itself contributed to greater or less reliability figures. The trial exercise involved the teachers' watching 16 half-hour videos and perusing 16 W scripts during a 1½ day session. Consequently, it required intense concentration over an extended period and one could ask

(i) whether, for example, fatigue led to lessened inter-rater reliability and, hence, greater dispersion and;
(ii) whether the trials acted as a learning exercise which, despite the fact that no feedback on the accuracy of the ratings was given, could in any way have invalidated the results.

Tables 27 and 28 show ranges (worst cases) and SD's for a sample of macroskills. It is clear that there is no trend towards more or less accuracy or agreement in rating. Rather, agreement on a rating seems more influenced by the nature of a learner's language than by the position of the learner in the trial exercise. One can conclude that fatigue played no obvious role in decreasing inter-rater reliability and there is no sign that learning sufficient to influence the outcome of the trials occurred during the trial exercise itself.

IV.2.vi The Undefined Levels

An important consideration in assessing the reliability of the ASLPR is whether the undefined levels at 2+, 3+ and 4+ can be used more or less reliably than the defined levels where formal behavioural descriptions assist the rater. This is an important question, especially for 2+ which, in practice, has emerged as an important cut-off point especially for applicants to English for Special Purposes courses. In fact, there is no sign that learners at 2+, 3+ and 4+ are rated more or less reliably than are learners at other proficiency levels. Table 29 shows the extent to which the teacher ratings at these levels accord with the researchers' ratings and the SD's for the teacher ratings as a measure of their dispersion. These measures are slightly greater than those for the scale as a whole. Thus 13 out of 21 teacher means (62%) exactly match with the researchers' ratings at 2+, 3+ or 4+ compared with 122 out of 192 (64%)for the scale as a whole. Another 8 teacher means (38%) are only one step out while, for the scale as a whole, 64 out of 192 (33%) are only one step out. The mean SD for the seven ratings at 2+, 3+ and 4+ is 1.044 while, for the scale as a whole grouping all teachers on all sightings, the mean SD is .849. Similarly, if each Australian teacher's sighting and the Chinese teachers are taken separately, the SD's for 2+, 3+, and 4+ are slightly greater showing, again, a slightly greater dispersion at these undefined points than for the scale as a whole. Similarly, if one considers actual ratings as shown in Table 29.C, a somewhat smaller percentage of ratings for learners at 2+, 3+ and 4+ are the same as the researchers' ratings than for the scale as a whole. However, it should be noted that 2+ and 3+ fall in the span of the scale where lower inter-rater reliability occurs and, in fact, the mean SD at 3, a defined point, is higher than at 2+, 3+ or 4+ on all three sightings (ATS1, ATS2 and CT). However, in terms of actual ratings a slightly greater percentage of the teacher ratings are the same as the researchers' ratings for learners at 3 than for learners at 2+, 3+ and 4+. Overall, it would seem that the reliability of the ratings at 2+, 3+ and 4+ is comparable to that elsewhere in the scale. This, in fact, could be expected since, although these points on the scale are not accompanied by descriptions, they are assigned as ratings by comparison with the two points defined immediately above and immediately below them, a procedure recommended for all ratings at all levels (see Ingram 1979a, 1980)

IV.2.vii Variations between Macroskills

We have considered whether it is harder for teachers to rate learners at different points in the scale, i.e., whether inter-rater reliability is more or less when learners at different proficiency levels are rated. One might also consider whether it is easier or harder to rate one macroskill rather than another or to rate productive as against receptive macroskills. For instance, the language behaviour that the learner engages in and which is matched against the scale descriptions is more directly observable for S and W than for L and R. In the latter cases, the rater has to use answers to questions or other responses as a means to deduce the language behaviour that is going on rather than directly observe it.

Consequently, one might expect reliability to be lower for the receptive macroskills (L and R) than for the productive macroskills (S and W).

One way to consider this question is to look at the average dispersion of ratings for each macroskill. Table 26A shows the mean of SD's in each macroskill. In fact, here we see that the SD means for L and R are slightly higher than for S and W on the Australian Teachers' First Sighting. The L and R means are slightly lower than the W means for the Australian Teachers' Second Sighting and for the Chinese teachers. Nevertheless, the difference in dispersion between the four macroskills is slight. Table 33E shows the position a little more clearly since, for both Australian sightings and for the Chinese teachers, approximately 10% more of the teacher ratings are below the researchers' ratings in L and R than in the other macroskills. Approximately 10% more of the teacher ratings for S and W are the same as the researchers' ratings than for L and R. Table 33H confirms these trends and shows clearly that the teachers tended to rate the receptive skills more harshly than the productive.

One can also consider whether, in a group rating(6), S and W are easier or harder than L and R to rate reliably. Evidence, here, is seen in Table 33 where the number of ASLPR steps differentiating the researchers' and the mean teachers' ratings are shown. Table 33.A shows that the average variation by the teachers' ratings from the researchers' ratings is greater for L and R than for S and W. For each occasion of rating (ATS1, ATS2, CT), W is rated most closely to the researchers' ratings (though S and W are the same in ATS2), S is the next most accurate (except for the Chinese teachers) and R the next (except, again, for the Chinese teachers). Table 33.B shows that, when the macroskills are grouped, ratings of productive macroskills are more accurate than ratings of receptive macroskills. Nevertheless, all these observations can be considered only tendencies since the actual variation is small and is, in each case, much less than one step on the ASLPR.

IV.2.viii Effect of Interviewer

This study did not set out to consider the quality of the interview and its effect on the validity and reliability of the scale. Nevertheless, some, at times, surprising observations are possible. Appendix Seven shows the interviewers used for each learner. Observation of the videos suggests that Interviewer B was a more proficient interviewer than Interviewer A. In particular, the latter seemed often to fail to extend the learner, to move from a testing to a teaching mode, to pursue unknown words at too great length, and, therefore, to disturb the learner by focussing too much on what he could not do rather than elicit a demonstration of what he could do. One could expect that the more adequate the interviewing, the more clearly a learner's proficiency would be demonstrated and, therefore, the more agreement one would find in the ratings assigned. Despite the expectations arrived at from observation of the videos, if one considers Table 33, one observes that, for group ratings (based on teacher means), there was, on average, less variation from the researchers' ratings of S and R for learners interviewed by A than for those interviewed by B. For L, the mean variations for those interviewed by B are less than for those interviewed by A. The differences are, again, slight yet the overall trend, i.e., towards more accurate group (i.e., mean-based) rating of S and R for learners interviewed by A, is clear.

However, mean teacher ratings do not give a clear impression of the effect of interview quality since the use of means enables low ratings and high ratings to cancel each other out. Tables 33E to G show the actual number of teacher ratings that differed from or were the same as the researchers' ratings for each learner while Table 33G relates these variations to the interviewer. The assumption to be made is that the more adequate the interviewing the more likely the teachers are to rate the learners accurately and so the higher the proportion of ratings that should fall in the "equal to" category. Several interesting observations are possible from Table 33G. First, Interviewer B's interviews led to a higher proportion of accurate ratings in S and L and, except for the first Australian sighting, overall. Second, A's interviews led to a considerably higher proportion of accurate ratings for R (even though inspection of the interviews suggests that her R interviews were especially deficient) and, on the Australian teachers' first sighting, slightly more accurate ratings for L and overall.

The apparent superiority of B's interviews for S and L suggested by Table 33G is as expected and requires no further discussion. However, the possible superiority of A's interviews, especially in R (and to a much lesser extent in L), is unexpected and some possible reasons for the results need to be considered:

1. It may be that Interviewer A's interviewing was more effective in eliciting a reliable (if not necessarily valid) picture of the learner's proficiency. As already stated, observation of the videotaped interviews suggests the opposite and the least one could conclude is that more research still needs to be done on interviews and what makes for a good or bad interview (i.e.,

what makes for the elicitation of a valid, reliable and rateable picture of the learner's proficiency).

2. If Interviewer B had had a disproportionate number of mid-scale learners, i.e., in the range where greater variation in rating reliability occurs [see Tables 25 and 26], then this could account for the results more favourable to A's interview quality. However, Table 33D shows that this does not account for the incongruity. In fact, it increases it since A had a slightly bigger percentage of mid-scale learners for S and B had a slightly bigger percentage for L. For R, the proportions were identical.

3. Elsewhere it is observed that this study tends to confirm a belief previously held by some users of the FSI Scale that "third raters" tend to rate more severely than others [see Section IV.2. ix]. If one assumes that the researchers (as they sought to do) edited the videotapes to ensure that each provided enough data to enable an accurate rating of each learner to be made, there would, according to the "third rater" phenomenon, be a tendency for the teachers to rate below the learner's actual level. However, if the teachers realized that Interviewer A's interviewing was less satisfactory and if they believed that that meant that the picture of the learner's proficiency presented was, therefore, too low (i.e., if they believed A did not extend the learner and she pursued too many trivial and irrelevant lapses in the learner's knowledge(7)), it may be that the raters could have allocated a rating for A's interviewees higher than they would otherwise have allocated, i.e., they allocated what they believed to be an accurate rating for B's interviewees but a higher one for A's. Since third raters tend to under-rate, this artificial allocation of a higher rating would seem to give more reliable results for A's than for B's interviewees. Yet this does not seem to explain the situation since Table 33G shows that a smaller proportion of A's interviewees were rated too high than were B's and a larger proportion were rated too low. If "guesstimating" were a factor, one might expect a bigger proportion of A's would be higher than of B's.

Two additional observations arise from the more accurate rating of B's interviewees overall and especially by the Chinese teachers (see Table 33G). First, observation of the videotaped interviews leads one to criticize A's interviews perhaps most of all because they failed to extend the learners and, in fact, a higher proportion of A's interviewees were under-rated than were B's. Second, there is a striking difference between A's and B's interviews in the accuracy of the Chinese teachers' ratings. The figures in Table 33G for the Australian teachers suggest that the quality of the interview made some but only slight difference to the accuracy of the rating. With the non-native speaking Chinese teachers, however, the quality of the interview seems to have been much more influential in determining the accuracy of the rating.

All in all, the only conclusion one can safely make on the nature and effect of interview quality is that A's interviews for R led to more accurate rating by the teachers than B's for reasons that remain, at present, unclear. Further, it is clear that the nature of the interview is a factor in determining the validity and reliability of the ratings assigned but this study was not designed to elucidate what contributes to a "good" or "poor" interview and further research is required.

IV.2.ix The "Third-Rater" Effect

Where learners have their proficiency assessed in an interview situation, ratings may be assigned by the interviewer, an observer, or by "third-raters", i.e., by persons not present at the live interview who rate from recordings. There have been suggestions from persons using the FSI Scale that "third raters" rate more severely than interviewers or "live" observers [cf. Lowe 1978:161-2]. Lowe's analysis of 149 cases at the Language School of the U.S. Central Intelligence Agency did not bear out these suggestions. However, in the present study, a different result emerges whether one considers teacher means (group rating) or individual ratings. Despite a high level of inter-rater reliability, the fact that two-thirds of the teacher means are the same as the researchers' ratings [Table 33A], and the fact that almost half the teacher ratings assigned are the same as the researcher ratings [Tables 33E and F], where variation does occur, more of the teacher means are below than above the researcher ratings. In ATMS1, 41 (64%) of the teacher means are the same as the researchers' ratings, 7 (10.9%) are higher, and 16 (25%) are lower. In ATMS2, 42 (65.1%) of the teacher means are the same as the researchers' ratings, 2 (3.1%) are higher, and 20 (31.25%) are lower. In CTM, 39 (60.9%) are the same as the researcher ratings, 9 (14.1%) are higher, and 16 (25%) are lower. More importantly, Tables 33E to G also show that when "third raters" differed from the researchers, they tended to rate more severely than did the researchers. Thus, in ATS1, 43.6% of teacher ratings were the same as the researchers, 25.6% higher and 30.8% lower. In ATS2, 47.3% were the same, 17.4% higher and 35.3% lower. In CT, 41.3% were the same, 27.8% higher and 30.8% lower.

IV.2.x Relation between Macroskills

Table 59 shows the correlations between the ratings for the four macroskills for both the learners in Australia and those in China. This data is relevant since one might ask whether the ASLPR is able to differentiate between the macroskills or whether the teachers simply ascribe the same rating to all macroskills. Tables 1, 6 and 8 show the ratings for all the learners and inspection of these results shows that the macroskills are not simply rated at the same level but some variation between the macroskills does occur. Since all the learners involved in the trials were literate in their first language and some (e.g., the Chinese learners and many of the Australian learners) were well educated, one would expect readier generalization from oral to written language. In the case of the Chinese learners, however, the principal focus of the teaching methods was on written skills and, in their FL learning situation with little oral practice, one would expect less generalization from written to oral language and therefore, as Tables 59B and C confirm, one would expect lower correlations between the Chinese students' oral and written macroskills. In the case of the Australian learners, the language was being experienced in an L_2 situation with continual experience of the language in everyday life and in all four macroskills. In addition, the migrant education courses followed probably gave more balanced attention to all four macroskills than did the traditional Chinese courses. Consequently, one would expect, as Table 59A reveals, a higher correlation between the four macroskills. Oller in various papers [e.g., Yorozuya and Oller 1980] has argued that in all tests, whatever macroskill is focussed on, there is essentially a common factor of overall language proficiency that is being measured. Nevertheless, while it is sensible enough to argue that general language knowledge and general functional ability underlie ability in any macroskill, each macroskill has its own distinctive features and this will affect the extent to which that commonality is realized in each macroskill. Oller's subjects are, in all his studies, well-educated in their first language with well-developed written skills. In such cases, one would expect generalization to occur more readily than where a wider range of educational backgrounds exist. In any case, despite the quite high correlations found between the macroskills in the present study, it is clear from Tables 1, 6, 7 and 8 that distinctions are made between the macroskills when learners are rated on the ASLPR. At the same time, quite high correlations occur between the macroskill ratings as Table 59 shows and it is possible that this high level was increased by a halo effect resulting from how the trials were conducted, viz., with the teachers and researchers rating all four macroskills of any one learner before proceeding to the next. It is noteworthy that the correlations with W in Tables 59B and C are lower and that the author rated the W scripts at a different time from when the S, L and R ratings were assigned.

Yorozuya and Oller [1980] found that a halo effect occurred when macroskills were rated concurrently and found a lower correlation in the FSI ratings assigned when the macroskills were rated at different times. To further assess the ASLPR's capacity to differentiate amongst the macroskills, it is desirable that a future study have raters assign ratings for the different macroskills at different times and use learners that differ more widely in educational (especially literacy) background. Nevertheless, the data in this study is sufficient to show that the ASLPR can discriminate different proficiencies in different macroskills.

IV.2.xi Teacher Factors Influencing Ability to Use the ASLPR

In order to see what effect teaching experience, training and other factors might have in determining a rater's ability to use the ASLPR, all teachers participating in the trials were asked to fill out a personal information sheet (Appendix Ten). The data collected was then summarized in Table 34.

Because of the relatively limited number of cases (36 teachers and 16 learners) and the ordinal but not interval nature of the teacher characteristics, no entirely satisfactory statistical procedure could be found to provide a fully defensible analysis of the data. Factor and regression analyses, for example, were ruled out for the reasons stated. Inspection of Table 34, however, leads to several useful observations.

First, inter- and intra-rater reliabilities are all high and it seems safe to conclude that all teachers, whatever their personal and professional characteristics were able to use the instrument effectively.

Second, the narrow variation in the reliability figures despite very significant differences amongst the teachers suggests that even non-professional, lay people may be able to use it reliably. Nevertheless, it has been observed in training seminars that participants' capacity to rate accurately improves after training. In addition, the scale definitions contain some terminology that totally naive lay persons (i.e., without language teacher training) may not understand. Even if untrained persons could apply the ASLPR satisfactorily, a difference could be expected between that ability and their ability to interview. All in all, however, the possibility of the ASLPR's being usable by lay persons is an interesting possibility; if proved, it would greatly extend the ASLPR's usefulness, and it warrants future study.

Third, the (admittedly slight) improvement from the first to the second sighting in the inter-rater reliabilities suggests that experience in using the ASLPR (even where that was only the two-day experience of the first sighting) improves one's ability to use it. In view of the size and complexity of the scale with its 36 elaborated definitions, this is not surprising.

Fourth, the one obvious factor evident in Table 34 and contributing to ability to use the ASLPR seems to be the rater's language proficiency. We have already seen [Section IV.2.ii] that the ratings assigned by the non-native Chinese teachers correlated with the researchers at a slightly lower level than did the ratings assigned by the Australian teachers. It is also significant that the Australian teacher whose ratings are least like those of the researchers was the one non-native speaker (Number 9 in Table 34) while there is a clear tendency for the Chinese teachers who are less proficient (e.g., No. 26) to rate less reliably. Though all teachers were able to use the ASLPR with a high level of reliability, on the whole native speakers were more reliable than the non-native and the less proficient non-native speakers were less reliable than the more proficient.

Statistical advice suggested that no adequate statistical procedures were available to analyse this data but that canonical correlation was as appropriate as any available. Table 34C shows the result of the one canonical correlation that was run to see if any useful information could be gained. The results indicated support the observations made by inspection since Variables 2, 3 and, to a lesser extent 8, emerge as important, i.e., being a native speaker, having a high level of language proficiency if a non-native speaker, and experience in ESL teaching. However, none of the results shown in Table 34C should be accepted unconditionally. First, canonical correlation requires an interval scale but, of the variables analysed, only 4, 7 and 8 could strictly be considered interval. Second, this analysis grouped the native and non-native speakers and consequently the coefficients for Variables 4, 5, 6, 9 and 10 are heavily contaminated by Variable 2 to the extent that they should be disregarded. One could surmise that the coefficients for Variables 4, 9 and 10 have been heavily depressed while those for Variables 5 and 6 have been increased. Third, the significance level seems unduly high. In brief, the one statistical analysis of teacher characteristics that was run is statistically too questionable to be weighted very heavily but it does tend to confirm the results obtained by inspection.

V. THE FUTURE

V.1 Other Languages

In this trial, the ASLPR was examined in use for rating adult learners of English as a Second Language. In a subsequent study, also nearing completion, it has been re-considered and trialled in use with adolescent learners of ESL and adolescent and adult learners of French, Italian and

Japanese. While these studies seem undoubtedly to confirm the applicability of the instrument to these languages, it would strengthen its case for recognition if similar studies (including both adaptation and trialling) could be done on other languages, as second and foreign languages, and with native and non-native speakers as interviewers and raters.

V.2 Isolate the Macroskills

In the present study, all four macroskills for one learner were rated before the video and W script for the next learner were sighted. As already observed, this procedure risks inducing a halo effect, as described by Yorozuya and Oller 1980, in which the ratings for all four macroskills converge. It is desirable that a future study look at the use of the ASLPR in rating the macroskills separately in order to establish incontrovertibly what would seem intuitively and from the data assembled in this study to be the case, viz., that it can usefully distinguish between the macroskills where different proficiency levels exist.

V.3 Interviewing

This study did not examine interview techniques or the reliability of ratings assigned when a learner is interviewed by different interviewers or using different interview strategies. Further study is required of interviewing though, as already noted, interviewing has been the subject of considerable research elsewhere, especially in the context of the FSI Scale. Though many of the studies tend to mix evaluation of the validity and reliability of the scale with the validity and reliability of interviewing as an elicitation and testing technique, it has been claimed that well-conducted interviews can yield valid and reliable test results. Some such studies and discussions of interviewing include Clark 1978 and 1980, Graham 1978, Albert 1978, Mullen 1978, 1978a, 1980, Roos-Wijgh 1978, Cartier 1980, and Adams 1981. Nevertheless, there are differences between the ASLPR and FSI interviews, not least the ASLPR recommendations that interviewers be quite specific in eliciting items to clarify the distinctions between levels. In addition, a similar approach is applied to all four macroskills in using the ASLPR so that the aim is always seen as eliciting language behaviour for observation, matching the scale descriptions, and rating. In other words, despite the many other studies of oral interviewing available, there is justification for further specific study of interviewing in the context of the ASLPR. In particular, such a study should look at the extent to which different interviewers can elicit the same maximum language behaviour leading to the same ratings being assigned.

Perhaps the most serious limitation on the practicality of the ASLPR is the time-consuming nature of the interview. While the advantages derived from a measure of practical proficiency may compensate for this in certain circumstances especially where learner numbers do not pose a problem, there are many situations (e.g., in a public examination system) where this may inhibit its use. Future research could profitably look at the scale's validity and reliability when applied in quite short interviews, e.g., 5 to 10 minutes. In fact, there are indications that such interviews could well be as useful as longer ones [cf. Reschke 1978]. In the trials involving adolescent ESL learners and French, Italian and Japanese, much shorter interviews (10 to 20 minutes) than those used in these trials (20 to 30 minutes) occurred. In addition, research could examine the effects of combinations of tests. For example, initial screening of learners could be done using indirect and semi-direct tests standardized against the ASLPR so as to eliminate those it is unnecessary to interview because their proficiency levels are clear-cut and who are, therefore, unlikely to be disadvantaged by the use of other tests. Desirable batteries to be used for this purpose could be designed.

V.4 Group Rating

We have seen in this study evidence that "group rating" can yield more reliable results than individual teacher ratings. "Group rating" here has referred to the use of the mean of several teachers' ratings as the assigned rating. Another approach to group rating is to allow several teachers to view an interview, discuss the learner's proficiency and come to an agreed rating. Anecdotal evidence suggests that this could yield highly reliable results [Elaine Wylie, personal communication]. The reason for this is possibly that the complexity of language behaviour and the detail of the ASLPR descriptions mean that several "pairs of eyes" result in more comprehensive and accurate perception of the learner's language characteristics and their match with the scale. Further research is needed into the reliability of different types of group ratings.

V.5 Use by Non-Professionals

We have already seen evidence that the ASLPR is usable by teachers with a wide range of different characteristics. It was suggested then that the level of reliability shown by all the teachers whatever their personal and professional characteristics was such as to suggest that the instrument may be usable even by lay persons without special training. This possibility needs to be examined further. In addition, one would need to consider whether such persons could interview satisfactorily and to what extent their level of competence in interviewing might affect their ability to use the scale, its validity and its reliability. It may be that, as was seen in this study, the nature of the interview is less important than the user's ability to interpret and apply the scale. If it can be shown that the ASLPR in both the interview and application phases can be reliably and validly used by lay persons, the usefulness of the instrument, the range of situations in which it can be used, and the ease with which judgements about non-native speakers' ability to use the language can be made in everyday circumstances are greatly increased. Its practical usefulness and the range of situations to which it can contribute in a multilingual society such as Australia would then be vast.

V.6 Self-Rating

Similarly, the development of a version and procedures for self-rating would be useful. A "Checklist for Self-Appraisal of Speaking Proficiency" has been prepared for use with the FSI Scale. Ken Smith [personal communication] in a sociolinguistic study in North Queensland has tried to develop a means of using the ASLPR in self-rating and Elaine Wylie, the author's co-researcher in developing the ASLPR, has worked on self-rating procedures. Further work is to be done on developing self-rating procedures however, and, in particular, the validity and reliability of self-rating using the ASLPR have to be examined and support procedures developed.

V.7 Overseas Trials

It is appropriate to ask whether the language variety and cultural background of the rater and their similarity to those of the learners affect reliability. On the linguistic dimension, the trials have been conducted, firstly, in Australia with native speaking raters familiar with or native speakers of the variety of English being developed by the learners. Secondly, they have been conducted in China with non-native speaking raters who had little experience of Australian English, the variety being developed by the learners. Thirdly, they are also currently being conducted in the United States using native speaking raters who speak American English, a different variety from that being developed by the learners in the trials. On the cultural dimension, the first group of raters belonged to the same cultural variety as the learners were acquiring. The second group of raters belonged to a different culture but had encountered some English culture in learning EFL and reading English literature. The third group belonged to an English culture but of a different variety from that being acquired by the learners in the trials. These different rater types are summarized in the following table:

Relation of Raters' Culture to Learners' Target Culture	Relation of raters' language to learners' target language		
	Native Speaker: Same Variety	Native Speaker: Different Variety	Non-Native Speaker
Same cultural variety	1		
Different cultural variety		3	
Different culture			2

The result of the American trials (i.e., with Group 3 in the above table) are not yet available. Additional studies using different target languages, foreign as well as second language learning situations, and raters in different countries would be of interest.

V.8 Predictive Validity

The present study did not examine the predictive validity of the ASLPR. The reasons for this and the desirability of such a study were referred to in Section III.1 above. It is a very desirable area for future study.

V.9 Rate of Progress

As the ASLPR is used more and more extensively in ESL, EFL and other FL programmes, it would be useful for the future planning of language programmes if data were collected on the times taken by different learners to move between different levels of the ASLPR. At present, the only widely published data of this sort is that published by the FSI School of Language Studies [1973] for well-educated English learners of other languages. There is need for data accumulated over parameters such as first language, target language, age, educational level, number of in-class hours, learning situation (e.g., migrant centre, hostel, school, college), entry level in terms of ASLPR, and exit level in terms of ASLPR. When this is available, more rational planning of language programmes to meet learner needs and to achieve desired proficiency goals will be possible.

V.10 Re-numbering the Levels

One future action once envisaged but not now proposed is the re-numbering of the scale to remove the +'s and -'s and to use whole numbers from 0 to 12. The present numbering scheme was originally adopted for the following reasons:

1. The starting-point in developing the ASLPR was the FSI Scale with whose levels the ASLPR continues to accord in the numbers used and the approximate levels.
2. The original intention was to further differentiate the FSI levels and 0+, 1-, 1+ were used to number the levels added It was originally intended to add definitions for 2+, 3+ and 4+ (though it is unlikely that that will now occur and the earlier discussion on reliability at these points suggests that it is not necessary). Re-numbering of the scale was deferred until a final decision on these additional points was taken.

It has been decided not to re-number the scale now for the following reasons:

1. People are used to the present system, it is used in course descriptions, publications and discussions and re-numbering would cause confusion.
2. It is possible (but unlikely) that 2+, 3+ and 4+ could in the future be defined and added to the scale.
3. Comments from teachers using the ASLPR show that many would, now they are used to the numbering system, be opposed to a re-numbering.
4. During discussions in 1981 with testing authorities in the United States (especially experts such as John Clark or those at the Foreign Service Institute and the Educational Testing Service), the author was urged not to re-number the ASLPR because the match with the FSI levels and numbers facilitates cross-referencing.

V.11 Other Purposes and Other Tests

It has to be emphasized that the ASLPR is intended to measure practical proficiency. Like any test, it has its own purpose and users who try to extend it unthinkingly to purposes other than to make statements about general proficiency are abusing it. As a measure of general proficiency, it should not, for example, be used to measure "special purpose" proficiency (i.e., in a special register). It may well be that, by adapting the ASLPR, similar instruments could be devised to measure proficiency in a special register (e.g., medical English, civil engineering English, etc.). Such adaptation is a large task since it would have to be done for every register it is desired to test and it has not yet been attempted. It would be a useful task for the future but one which can only be completed if the assumption can be confirmed that development of proficiency in a special register demonstrates the same broad parameters of change as does general proficiency. In addition, there is probably need for further clarification for teachers of the place of the ASLPR in a teaching and testing programme and how it fits into the battery of tests available to the language teacher. Thus, for example, teachers must realize that the ASLPR measures proficiency; it does not measure age, aptitude, personal interests or any of the factors other than language proficiency that ought to be taken into account in streaming. Again, it should be realized that general proficiency changes relatively slowly, the FSI figures [1973] suggesting, for example, that a speaker of a Romance language of average aptitude and low to medium proficiency would take 240 hours to move one step on the FSI Scale (or ASLPR), e.g., 1+ to 2 or 2 to 2+. Consequently, its place is desirably for entry and exit (i.e., summative) assessment rather than for formative or on-going course achievement, testing for which other types of course-based tests are more appropriate.

Furthermore, as the China data in Tables 7 and 8 and the original study from which that data is derived [Ingram 1980b] demonstrate, the ASLPR can be used in combination with other tests to provide comprehensive information on a learners' language characteristics. Development of sample batteries of tests for different purposes could be useful.

Background papers explicating the ASLPR have invariably stressed that it is intended for use with second language learners [e.g., Ingram 1979a, 1980, 1981] and the name change from the original ALPR to ASLPR was made partly to emphasize this. Already, however, teachers in other fields (e.g., Aboriginal education and deaf education) have "picked it up" and started using it for measuring proficiency in a second dialect, in the language of the deaf, and in American Sign Language [Betty Murray, Kathleen Slofkosky, personal communications]. These uses are not entirely like either first language assessment or second language assessment, they reflect a need for performance-based instruments in these fields, but further research is required to determine the ASLPR's suitability for such uses.

V.12 Training Programmes

Despite the inconclusive nature of the analysis of teacher characteristics it seems reasonable to assume, as was suggested earlier, that raters' use of the ASLPR can only be made more valid and reliable by training. In particular, it is important, as has just been implied, that teachers understand the uses to which the ASLPR can justifiably be put and the alternative instruments that are available for other purposes. In other words, it is desirable that teachers or other potential users of the ASLPR and other test devices receive adequate training in language testing (especially the use of the ASLPR) and that suitable training materials be developed for the purpose. Such materials should minimally include:

1. Explanatory documents on direct testing and the ASLPR;
2. papers on language testing in which the nature and purpose of the different test types are identified and their roles in language teaching and testing programmes indicated;
3. video and audio-recordings and W Scripts illustrating "model" interviews and learner behaviour typical of proficiency at each level in each macroskill;
4. an extensive range and variety of video and audio-recordings of interviews (with accompanying W scripts) to provide raters with practice in rating and to provide "standards" against which raters' interpretation and assessment can be checked;
5. wide-ranging and diverse kits of sample test materials of the type that could be used in interviews (though care would be necessary to ensure that such sample materials were not seen as standardized materials obligatorily to be used on all occasions);
6. outline of a co-ordinated training programme and, desirably, a co-ordinated training package that could assist migrant education centres and other users of the ASLPR in training interviewers and raters.

V.13 Accredited Language Testers

Finally, it is recommended that a system of qualified and accredited language testers be established to enable all persons to have access to valid and reliable assessments of their own or others' language proficiency. In a multilingual society, many people (employers, registration authorities, educational institutions, law courts, and non-native speakers themselves) have frequent need for valid and reliable assessment of a second language speaker's proficiency. Justice can only be assured and the best interests of society at large and all individuals concerned if that assessment is made validly and reliably and if the people involved can have some confidence that it is, in fact, made validly and reliably. This could be so if recourse were available to trained testers. An instrument, viz., the ASLPR, is available and has been demonstrated to be valid and reliable. All that is now required is that some accreditation procedure be established to enable persons to be accredited as testers and, through the accreditation process, to be acceptable to the community at large. It would be desirable that at least one person in each migrant education centre should be an accredited tester so as to ensure ready access by all in the community to skilled proficiency assessment. It would also be desirable that a tertiary institution agree to provide the specialist courses required to train and assess accredited testers.

VI. CONCLUSION

This report has amply demonstrated that the ASLPR enjoys a high level of validity and reliability. The study did not examine interviewing except incidentally and cursorily, and, of course, the validity and reliability of the ASLPR in use are dependent on the quality of the elicitation in the oral interview and written test. Further research is needed on interviewing. The instrument, itself, however, must now be considered to have demonstrated validity and reliability and can be used with confidence by persons wishing to measure a learner's practical proficiency in a second language. It is also clear that the ASLPR can be used to explicate other, indirect and semi-direct instruments though the learning and learner situations in which they are to be used will, as we have seen, need to be considered in interpreting results and cross-matching tests.

In the light of experience gained during the trials reported here, the definitions in the ASLPR have been revised to ensure their clarity, validity and coherence. A copy of the instrument in its latest version is provided in Appendix Eleven for information.

Most recently, the ASLPR has been re-considered for use with foreign languages in Australia (specifically, French, Italian and Japanese) as well as with adolescent learners of ESL and the other three languages. French, Italian and Japanese versions have been prepared. The "General Description" columns of all versions are identical but the "Examples of

Specific Tasks" columns and the "Comments" columns differ slightly. Preliminary trial results suggest that the ASLPR enjoys the same high level of validity and reliability whether it is used with a foreign or second language, with English or with another language.

The rapid acceptance of the ASLPR throughout Australia suggests that it is responding to a long-felt need. The interest it has generated around the world further suggests that it has contributed significant advances in the field of direct language proficiency assessment. While second or foreign language teaching focusses on the development of practical skills, there is need for instruments that enable goals to be specified in terms of practical proficiency and that enable the learner's skills to be described in terms of what can actually be done in the language. The results of these trials demonstrate that the ASLPR can now confidently be used for those purposes or wherever a meaningful statement of a second or foreign language learner's practical language proficiency is required.

FOOTNOTES

(1) The FSI Scale has recently become known as the ILR Scale (presumably, the International Language Ratings) but the established name is used throughout this report because that is how it is referred to in the literature.

(2) Unless specific reference is made to one or another macroskill, the term "interview" should be taken to refer to the test procedures used for assigning ratings to all four macroskills. Although, for reasons of time, W is not usually assessed in a face-to-face interview situation, the purpose of the W test procedure is the same as for S, L and R, viz., to have the learner demonstrate the full extent of his language proficiency. Although, for W, this is done in pencil-and-paper activities, what is important is the language (i.e., W) behaviour that is observed through the learner's written script and, as with S, L and R, this observed behaviour is matched against the scale's descriptions to obtain a rating. Like S, L and R, W is not assessed by marking and counting "errors". Thus, the purpose of the W "test" is the same as that of the interview for S, L and R, viz., to elicit maximal language behaviour and to match the observed behaviour against the scale descriptions to obtain a rating.

(3) The listening sub-test of, for example, CELT is closer to assessing performance.

(4) For reasons beyond the control of the researchers, three learners missed out on some part of the indirect or semi-direct tests.

(5) It must be emphasized that a step is to be taken as the span between two available ratings, e.g., 2+ to 3 or 0+ to 1-. There are *two* steps between whole number ratings above 1 and three below.

(6) Where the term "group rating" is used in this report, it refers to where several people rate the learner and the final result is the mean of the ratings individually assigned. Another approach to group rating, which anecdotal evidence suggests could yield particularly reliable results [Elaine Wylie, personal communication], involves a group of raters observing a learner, discussing his proficiency, and coming to a mutually agreed proficiency.

(7) In fact, several teachers complained about this on the "Teacher Information Sheets" and the "Teacher Response Sheets".

Table 1: Learner Results on all Tests (Australian Data)

LEARNER	A S L P R				S-A	L-A	V-A	CELT TOTAL	CLOZE EASY	CLOZE MEDIUM	CLOZE HARD	CLOZE TOTAL	DICT. EASY	DICT. MEDIUM	DICT. HARD	DICT. TOTAL
	S	L	W	R	%	%	%	/300	/40	/40	/50	/130	/60	/67	/64	/191
1 Beatrice	3	4	3	3	83	78	65	226	5	27	35	67	60	64	56	180
2 Tove	2	2	2+	2	71	86	57	214	36	31	33	100	60	62	50	172
3 Jose	1	1	1-	1	17	4	12	33	8	1	2	11	22	20	19	61
4 Pentti	0+	1-	1-	1-	M	M	M	M	M	M	M	M	21	24	17	62
5 Won-Sang	2	2	2	2	73	70	56	199	27	18	23	68	57	59	54	170
6 Mansoor	4+	5	4	4+	91	92	99	282	M	M	M	M	60	67	59	186
7 Akemi	1+	1+	1+	1+	76	64	67	207	25	25	25	75	56	57	41	154
8 Helena	3+	4	3	4	87	88	91	266	32	31	36	99	60	65	62	187
9 Helmer	5	5	5	5	99	100	97	296	40	39	49	128	60	67	64	191
10 Tom	0+	0+	1-	1-	11	18	13	42	3	3	0	6	0	0	0	0
11 Tu	1-	1	0+	1-	29	18	3	50	14	0	0	14	37	0	0	37
12 Ben	3	2+	2+	2+	80	52	69	201	34	15	30	79	55	50	45	150
13 Henry	1	1	1-	1+	25	34	39	98	16	5	12	33	35	43	23	101
14 Khanh	1+	1+	1+	1+	40	34	8	82	23	12	0	35	52	31	0	83
15 Minh	1-	1-	0+	0+	1	8	0	9	0	0	0	0	0	0	0	0
16 Edwige	4+	4+	4	5	93	M	93	M	36	35	42	113	60	66	63	189
Phuong	3+	4	4	4	83	78	88	249	35	35	36	106	60	66	58	184
Phong	1+	1+	1+	1+	69	36	43	148	29	19	2	50	46	46	34	126
Paul	2	2+	1	1	23	42	4	69	10	9	3	22	38	0	0	38
Mu	1	1	1	1	63	4	4	71	29	10	0	39	45	27	0	72

N.B.: Throughout this paper the researchers' ratings are assumed to represent the learners' actual proficiencies and are presented in this table.

Table 2: Correlations between ASLPR, CELT, Semi-direct Tests (Australian Data)

	1 S	2 L	3 R	4 W	5 S-A	6 L-A	7 V-A	8 Tot.	9 Cl.E	10 Cl.M	11 Cl.H	12 Cl.Tot	13 Dict.E	14 Dict.M	15 Dict.H	16 Dict.T	Corr. Co-eff.
1 ASLPR S	1	.98	.97	.96	.83	.86	.88	.89	.67	.87	.89	.89	.76	.78	.83	.83	r
	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	s
	1	.99	.95	.95	. 91	.90	.87	.90	.73	.89	.92	.89	.91	.88	.86	.90	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.00	.001	.001	.001	.001	.001	.001	s
2 L	.98	1	.95	.94	.80	.86	.85	.87	.57	.86	.87	.85	.75	.75	.81	.81	r
	.000	.000	.000	.000	.000	.000	.000	.000	.007	.000	.000	.000	.000	.000	.000	.000	s
	.99	1	.93	.93	.90	.90	.83	.88	.67	.86	.90	.85	.91	.86	.84	.88	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
3 R	.97	.95	1	.97	.84	.87	.92	.92	.69	.89	.91	.91	.74	.83	.87	.86	r
	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	s
	.95	.93	1	.96	.95	.90	.94	.96	.77	.92	.93	.93	.93	.96	.93	.97	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
4 W	.96	.94	.97	1	.88	.89	.91	.93	.72	.94	.92	.94	.77	.84	.87	.88	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.95	.93	.96	1	.94	.90	.91	.95	.77	.96	.90	.94	.94	.94	.88	.94	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
5 CELT S-A	.83	.80	.84	.88	1	.83	.88	.94	.82	.91	.84	.93	.90	.91	.88	.94	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.91	.90	.95	.94	1	.87	.91	.96	.77	.92	.88	.94	.93	.94	.92	.96	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
6 L-A	.86	.86	.87	.89	.83	1	.91	.96	.61	.93	.93	.92	.78	.85	.91	.90	r
	.000	.000	.000	.000	.000	.000	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	s
	.90	.90	.90	.90	.87	1	.87	.94	.64	.90	.91	.87	.91	.90	.90	.91	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.003	.001	.001	.001	.001	.001	.001	.001	s
7 V-A	.88	.85	.92	.91	.88	.91	1	.97	.70	.91	.95	.94	.73	.91	.96	.93	r
	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	s
	.82	.83	.94	.91	.91	.87	1	.93	.73	.89	.93	.90	.84	.94	.94	.92	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
8 TOT.	.89	.87	.92	.93	.94	.96	.97	1.0	.73	.95	.95	.57	.83	.93	.95	.96	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.90	.88	.96	.95	.96	.94	.93	1	.75	.96	.91	.95	.95	.97	.93	.98	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
9 Cloze Easy	.67	.57	.69	.72	.82	.61	.70	.73	1	.75	.64	.85	.79	.74	.65	.76	r
	.001	.007	.001	.000	.000	.004	.001	.000	.000	.000	.002	.000	.000	.000	.002	.000	s
	.73	.67	.77	.77	.77	.64	.73	.75	1	.80	.68	.91	.75	.77	.70	.78	rho
	.001	.001	.001	.001	.001	.003	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
10 Med.	.87	.86	.89	.94	.91	.93	.91	.95	.75	1	.90	.96	.90	.89	.88	.91	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.89	.86	.92	.96	.92	.90	.89	.96	.80	1	.88	.95	.95	.95	.89	.95	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
11 Hard	.89	.87	.91	.92	.84	.93	.95	.95	.64	.90	1	.94	.72	.87	.94	.90	r
	.000	.000	.000	.000	.000	.000	.000	.000	.002	.000	.000	.000	.000	.000	.000	.000	s
	.92	.90	.93	.90	.88	.91	.93	.91	.68	.88	1	.89	.86	.92	.96	.93	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
12 TOT.	.89	.85	.91	.94	.93	.92	.94	.97	.85	.96	.94	1	.83	.91	.91	.94	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.89	.85	.93	.94	.94	.87	.90	.95	.91	.95	.87	1	.93	.94	.89	.95	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
13 Dict. Easy	.76	.75	.74	.77	.90	.78	.73	.83	.79	.80	.72	.83	1.00	.85	.75	.90	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.91	.91	.93	.94	.93	.91	.84	.95	.75	.95	.86	.93	1	.93	86	.94	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
14 Med.	.78	.75	.83	.84	.91	.85	.91	.93	.74	.89	.87	.91	.85	1	.94	.98	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.88	.86	.96	.94	.94	.90	.94	.97	.77	.95	.92	.94	.93	1	.95	.99	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
15 Hard	.83	.81	.87	.87	.88	.90	.96	.95	.65	.88	.94	.91	.75	.94	1	.96	r
	.000	.000	.000	.000	.000	.000	.000	.000	.002	.000	.000	.000	.000	.000	.000	.000	s
	.86	.84	.93	.89	.92	.90	.94	.93	.70	.89	.96	.89	.86	.95	1	.96	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s
16 TOT.	.83	.81	.86	.88	.94	.90	.93	.96	.76	.91	.90	.94	.90	.98	.96	1	r
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	s
	.90	.88	.97	.94	.96	.91	.92	.98	.78	.95	.93	.95	.94	.99	.96	1	rho
	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	s

Table 3: Correlations between ASLPR Macroskill Ratings assigned by the Researchers and the Comprehensive English Language Test (CELT) for Adult Learners of ESL in Australia

ASLPR		CELT							
		Structure-A		Listening-A		Vocabulary-A		CELT Total	
		r	rho	r	rho	r	rho	r	rho
Speaking	r/rho	.83	.91	.86	.9	.88	.87	.89	.9
S	n	19	19	18	18	19	19	18	18
	s	.000	.001	.000	.001	.000	.001	.000	.001
Listening	r/rho	.80	.9	.86	.9	.85	.83	.87	.88
L	n	19	19	18	18	19	19	18	18
	s	.000	.001	.000	.001	.000	.001	.000	.001
Writing	r/rho	.88	.94	.89	.9	.91	.91	.93	.95
W	n	19	19	18	18	19	19	18	18
	s	.000	.001	.000	.001	.000	.001	.000	.001
Reading	r/rho	.84	.95	.87	.9	.92	.94	.92	.96
R	n	19	19	18	18	19	19	18	18
	s	.000	.001	.000	.001	.000	.001	.000	.001

r = Pearson Product-Moment Correlation

rho = Spearman Rank Order Correlation

n = number of learners

s = significance level

s of .000 = significance beyond .001 level

Table 4: Correlations between ASLPR, CELT, and Semi-direct Tests (Chinese Data : Third Year Institute Students)

		CELT								ASLPR					
		S-A	L-A	V-A	Total	Cloze	Dict.T	Dict.1	Dict.2	S	L	R	W		
ASLPR	S	.57	.50	.30	.51	.31	.51	.61	.39	1	.90	.82	.60		r
		.003	.010	.094	.009	.089	.009	.002	.039	.000	.000	.000	.002		s
		.59	.52	.26	.55	.41	.55	.68	.46	1	.88	.73	.57		rho
		.002	.008	.128	.005	.031	.005	.001	.018	.000	.001	.001	.004		s
	L	.52	.50	.32	.51	.28	.48	.56	.38	.90	1	.82	.58		r
		.008	.010	.081	.010	.108	.014	.004	.046	.000	.000	.000	.003		s
		.55	.52	.27	.58	.43	.55	.67	.45	.88	1	.77	.58		rho
		.005	.008	.121	.003	.025	.005	.001	.021	001	.000	.001	.003		s
	R	.32	.41	.14	.31	.37	.47	.52	.40	.82	.82	1	.68		r
		.079	.031	.274	.083	.048	.016	.008	.038	.000	.000	.000	.000		s
		.43	.45	.01	.30	.50	.52	.62	.42	.73	.58	1	.70		rho
		.025	.021	.483	.096	.010	.007	.001	.027	.001	.003	.000	.001		s
	W	.44	.64	.51	.64	.57	.59	.55	.57	.60	.58	.68	1		r
		.022	.001	.010	.001	.004	.002	.005	.003	.002	.003	.000	.000		s
		.49	.57	.38	.57	.56	.62	.64	.58	.57	.58	.70	1		rho
		.012	.003	.043	.003	.004	.001	.001	.003	.004	.003	.001	.000		s

Table 5: Correlations between ASLPR Macroskill Ratings assigned by the author and the Comprehensive English Language Test (CELT) for EFL Students at the Guangzhou Institute of Foreign Languages, Guangzhou, China

5A: Third Year Students

ASLPR		CELT							
		Structure-A		Listening-A		Vocabulary-A		CELT Total	
		r	rho	r	rho	r	rho	r	rho
Speaking	r/rho	.57	.59	.50	.52	.3	.26	.51	.55
S	n	21	21	21	21	21	21	21	21
	s	.003	.002	.01	.008	.094	.13	.009	.005
Listening	r/rho	.52	.55	.50	.52	.32	.27	.51	.58
L	n	21	21	21	21	21	21	21	21
	s	.008	.005	.01	.008	.081	.121	.01	.003
Writing	r/rho	.44	.49	.64	.57	.51	.038	.64	.57
W	n	21	21	21	21	21	21	21	21
	s	.022	.012	.001	.003	.01	.043	.001	.003
Reading	r/rho	.32	.43	.41	.45	.14	.01	.31	.3
R	n	21	21	21	21	21	21	21	21
	s	.079	.025	.031	.021	.274	.483	.083	.096

r = Pearson Product-Moment Correlation

rho = Spearman Rank Order Correlation

n = number of learners

s = significance level

5B: Second Year Students

ASLPR		CELT							
		Structure-A		Listening-A		Vocabulary-A		CELT Total	
		r	rho	r	rho	r	rho	r	rho
Speaking	r/rho	.1	.22	-.06	.02	.01	.18	.04	.19
S	n	20	20	20	20	20	20	20	20
	s	.33	.18	.4	.46	.5	.23	.44	.21
Listening	r/rho	.38	.47	.16	.2	.4	.47	.39	.5
L	n	20	20	20	20	20	20	20	20
	s	.05	.02	.25	.2	.04	.02	.04	.01
Writing	r/rho	.62	.64	.61	.62	.3	.3	.58	.58
W	n	20	20	20	20	20	20	20	20
	s	.003	.002	.003	.003	.114	.114	.006	.005
Reading	r/rho	.08	.1	-.19	-.25	.13	.07	.03	.002
R	n	20	20	20	20	20	20	20	20
	s	.38	.3	.21	.14	.29	.39	.46	.5

r = Pearson Product-Moment Correlation
rho = Spearman Rank Order Correlation
n = number of learners
s = significance level

Table 6: Foreign Language Learner Results (Chinese Data: Third Year Institute Students)

Student No.	CELT				ASLPR				Semi-Direct Tests				CELT - ASLPR Correlations				
	S-A	L-A	V-A	Total	S	L	R	W	Cloze /50	Dict.Tot. /186	Dict.1 /86	Dict.2 /100	Items	rho	Level of Signif.	r	Level of Signif.
3.88	100	86	98.7	284.7	1+	1+	1+	2+	42	172	82	90	S-CELT	.55	.005	.51	.009
3.67	92	96	66.7	254.7	2	2	1+	2+	36	151	76	75	S-S-A	.59	.002	.57	.003
3.103	94.7	74	84	252.7	1+	1+	1+	2	36	167	77	90	S-L-A	.52	.008	.50	.01
3.87	92	78	73.3	243.3	3	3	2+	2+	33	155	78	77	S-V-A	.26	.13	.3	.09
3.55	90.7	64	80	234.7	1+	1+	1	1+	28	127	62	65					
3.53	84	80	68	232	1	1	1	1+	35	157	74	83	L-CELT	.58	.003	.50	.01
3.49	90.7	76	62.7	229.4	2	2	1+	2	36	145	75	70	L-S-A	.55	.005	.52	.008
3.81	93.3	78	56	227.3	1+	1	1	1+	39	144	63	81	L-L-A	.52	.008	.50	.01
3.93	93.3	66	60	219.3	1+	1+	1+	1+	38	128	64	64	L-V-A	.27	.12	.32	.08
3.85	93.3	82	44	219.3	2	2	2	2+	39	170	81	89					
3.83	92	72	54.7	218.7	2	1+	1+	1+	31	143	75	68	R-CELT	.3	.1	.31	.08
3.11	90.7	78	45.3	214	1+	1+	1+	2	37	150	75	75	R-S-A	.43	.02	.32	.08
3.14	92	70	46.7	208.7	1	1	1	1+	29	109	53	56	R-L-A	.45	.02	.41	.03
3.19	76	68	62.5	206.7	1	1	1	1+	32	102	59	43	R-V-A	.01	.48	.14	.27
3.07	86.7	66	49.3	202	1	1	1	1+	32	109	54	55					
3.71	89.3	58	49.3	196.6	1	1	1	1+	33	140	73	67	W-CELT	.57	.003	.64	.001
3.34	85.3	60	48	193.3	1+	1	1	1+	31	115	64	51	W-S-A	.49	.012	.44	.02
3.105	88	68	33.3	189.3	1+	1+	1+	1	33	131	71	60	W-L-A	.57	.003	.64	.001
3.96	84	60	38.7	182.7	1+	1+	1+	2	35	85	46	39	W-V-A	.38	.04	.51	.01
3.98	70.7	64	45.3	180	1	1-	1+	2	32	119	57	62					
3.20	69.3	60	38.7	168	1-	1	1	1	29	102	47	55					
M SD	87.75 7.35	68.68 10.7	58.33 14.58	215.22 24.74	1+ 1 step	1+ 1 step	<1+ <1 step	1+to2 1 step									

Table 7: Foreign Language Learnor Results (Chinese Data: Second Year Institute Students)

Student No.	CELT				ASLPR				Semi-Direct Tests				CELT - ASLPR Correlations				
	S-A	L-A	V-A	Total	S	L	R	W	Close /50	Dict.Tot. /186	Dict.1 /86	Dict.2 /100	Items	rho	Level of signif.	r	Level of signif.
2.18	90.7	64	81.3	236	1-	1	1-	1+	22	99	59	40	S-CELT	.19	.21	.04	.44
2.79	94.7	60	69.3	224	2	2	2	2	29	130	66	64	S-S-A	.22	.18	.1	.33
2.09	94.7	60	61.3	216	1+	1+	1+	1+	37	97	56	41	S-L-A	.02	.46	-.06	.4
2.108	90.7	74	50.7	215.4	1	1	1	2	35	142	76	66	S-V-A	.18	.23	.01	.5
2.19	96	66	46.7	208.7	1+	1+	1	1+	26	113	56	57					
2.41	90.7	54	60	204.7	1+	1+	1	1+	33	114	65	49	L-CELT	.5	.01	.39	.04
2.67	78.7	74	52	204.7	1+	1+	1-	1+	25	136	70	66	L-S-A	.47	.02	.38	.05
2.14	89.3	66	49.3	204.6	2	1+	1	1+	32	122	63	59	L-L-A	.2	.2	.16	.25
2.73	85.3	74	40	199.3	1	1	1-	1+	28	110	62	48	L-V-A	.47	.02	.4	.04
2.04	81.3	58	53.3	192.6	1+	1+	1+	1+	35	119	69	50					
2.105	86.7	72	33.3	192	1	1	1	2	32	123	65	58	R-CELT	.002	.5	.03	.46
2.103	84	60	48	192	1	1	1+	1	20	119	67	52	R-S-A	.1	.3	.08	.38
2.60	84	56	44	184	1	1	1	1+	35	114	64	50	R-L-A	-.25	.14	-.19	.21
2.57	77.3	58	46.7	182	1	1-	1-		31	96	51	45	R-V-A	.07	.39	.13	.29
2.91	80	62	37.3	179.3	1	1	1-	1+	30	115	62	53					
2.107	74.7	66	34.7	175.4	1+	1+	1	1+	31	105	61	44	W-CELT	.58	.005	.58	.006
2.48	74.7	54	36	164.7	1	1	1	1	29	86	42	44	W-S-A	.6	.002	.62	.003
2.84	60	52	46.7	158.7	1-	1	1	1	29	86	54	32	W-L-A	.61	.003	.62	.003
2.93	65.3	54	37.3	156.6	1+	1	1		22	99	66	33	W-V-A	.3	.114	.32	.1
2.20	29.3	28	21.3	78.6	1+	1	1	1	14	26	20	6					
M SD	81.67 10.28	60.45 10.58	47.54 11.09	189.76 24.55	1 to 1+ 1 step	1 tol+ 1 step	1 tol+ 1 step	1 to 1+ 1 step									

Note: Some incongruities appear and require further analysis to find their explanations, e.g., the striking difference between CELT and ASPLR ratings for Student 2.18 and the rather higher S ratings for Students 2.93 and 2.20 compared with their CELT scores. It could well be that the latter are better able to mobilise what formal knowledge they have than can 2.18, perhaps as a result of regular interaction with tourists, which some of the students regularly sought. See Ingram 1982 for fuller discussion.

Table 8: Summary of CELT Scores in Numbers, Percents and Percentiles
(Chinese Data: Second and Third Year Institute Students)

A. Numbers and Percents

Scores	Second Year						Third Year						All Students					
	S		V		L		S		V		L		S		V		L	
96-100	4	3%					11	11%	1	1%	1	1%	15	7%	1	.5%	1	.5%
91- 95	22	19%					34	34%	1	1%			56	26%	1	.5%		
86- 90	20	17%			1	1%	22	22%	3	3%	3	3%	42	19%	3	1%	4	2%
81- 85	26	23%	1	1%	2	2%	23	23%	5	5%	10	10%	49	23%	6	3%	12	6%
76- 80	14	12%			6	5%	8	8%	4	4%	17	17%	22	10%	4	2%	23	11%
71- 75	14	12%	1	1%	10	9%	1	1%	5	5%	10	10%	15	7%	6	3%	20	9%
66- 70	4	3%	6	5%	22	19%	1	1%	9	9%	22	22%	5	2%	15	7%	44	20%
61- 65	8	7%	9	8%	10	9%			13	13%	11	11%	8	4%	22	10%	21	10%
56- 60	2	2%	10	9%	31	27%			13	13%	14	14%	2	1%	23	11%	45	21%
51- 55			19	17%	21	18%			9	9%	8	8%			28	13%	29	13%
46- 50			18	16%	5	4%			17	17%	3	3%			35	16%	8	4%
41- 45			18	16%	4	3%	1	1%	13	13%			1	.5%	31	14%	4	2%
36- 40			16	14%	1	1%			7	7%	1	1%			23	11%	2	1%
31- 35			12	10%					1	1%					13	6%		
26- 30	1	1%	3	3%	2	2%							1	.5%	3	1%	2	1%
21- 25			2	2%											2	1%		
TOTALS	115		115		115		101		101		100		216		216		215	
M SD	M 81.67 SD 10.28		M 47.54 SD 11.09		M 60.45 SD 10.58		M 87.75 SD 7.35		M 58.33 SD 14.58		M 68.68 SD 10.7							
Total M CELT SD	M = 189.76 SD = 24.55						M = 215.22 SD = 24.74						M = 201.64 SD = 27.69					

B. Percentile Ranks

Scores	N = 115 Second Year			N=100 or 101 Third Year			N=215 or 216 All Students		
	S_{115}	V_{115}	L_{115}	S_{101}	V_{101}	L_{100}	S_{216}	V_{216}	L_{215}
96-100									
91- 95	97			90			93		
86- 90	77			56	99	99	67	99	
81- 85	60		99	34	96	96	48	98	97
76- 80	37		97	11	91	86	25	95	92
71- 75	25		92	3	87	69	15	93	81
66- 70	13	98	83	2	82	59	8	90	72
61- 65	10	93	64		73	37	6	83	51
56- 60	3	85	56		60	26	2	73	42
51- 55		77	29		47	12		63	21
46- 50		60	10		38	4		50	7
41- 45		44	6	1	21			33	4
36- 40		29	3		8	1		19	2
31- 35		15			1			8	
26- 30	1	4	2					2	
21- 25		2							

C. CELT Total Scores (300)									
Scores	Second Year			Third Year			All Students		
	N = 115 Numbers	%	Percentile Ranks	N = 100 Numbers	%	Percentile Ranks	N = 215 Numbers	%	Percentile Ranks
280-9				1	1		1	.5	
27C-9									
260-9				2	2	99	2	1	99
250-9				6	6	97	6	3	98
240-9				10	10	91	10	5	95
230-9	4	3		9	9	81	13	6	91
220-9	8	7	97	12	12	72	20	9	85
210-9	11	10	90	17	17	60	28	13	75
200-9	18	16	80	16	16	43	34	16	62
190-9	21	18	64	7	7	27	28	13	47
180-9	19	17	46	13	13	20	32	15	33
170-9	10	9	30	5	5	7	15	7	19
160-9	11	10	21	2	2	2	13	6	12
150-9	7	6	11				7	3	6
140-9	3	3	5				3	1	2
130-9	2	2	3				2	1	
120-9									
110-9									
100-9									
90-9									
80-9									
70-9	1	1							

Table 9: Inter-Rater Reliability:
Correlations Between the Researchers' Ratings of 16 Adult ESL Learners and Ratings Assigned by each Australian and Chinese Teacher, First Sighting (Speaking)

	T	n	r	s	rho	s
Australian Native English-Speaking Teachers (T)	1	16	.98	.000	.98	.001
	2	16	.96	.000	.96	.001
	3	16	.96	.000	.95	.001
	4	16	.94	.000	.93	.001
	5	16	.96	.000	.98	.001
	6	16	.97	.000	.97	.001
	7	16	.96	.000	.95	.001
	8	16	.94	.000	.99	.001
	9	16	.94	.000	.93	.001
	10	16	.95	.000	.91	.001
	11	16	.96	.000	.94	.001
	12	16	.98	.000	.98	.001
	13	16	.97	.000	.97	.001
	14	16	.97	.000	.97	.001
	15	16	.97	.000	.97	.001
	16	16	.96	.000	.98	.001
	17	16	.98	.000	.98	.001
	18	16	.96	.000	.95	.001
	19	16	.99	.000	.99	.001
	20	16	.97	.000	.98	.001
	21	16	.94	.000	.96	.001
Chinese Non-Native English-Speaking Teachers (T)	22	11	.93	.000	.95	.001
	23	16	.98	.000	.95	.001
	24	16	.96	.000	.97	.001
	25	16	.89	.000	.91	.001
	26	16	.9	.000	.88	.001
	27	16	.97	.000	.97	.001
	28	16	.94	.000	.96	.001
	29	16	.92	.000	.97	.001
	30	16	.96	.000	.98	.001
	31	16	.93	.000	.95	.001
	32	16	.83	.000	.94	.001
	33	16	.92	.000	.97	.001
	34	16	.97	.000	.96	.001
	35	16	.91	.000	.92	.001
	36	12	.96	.000	.96	.001

s = .000 = Significance
beyond .001 level.

Table 10: Inter-Rater Reliability:
Correlations Between the Researchers' Ratings of 16 Adult ESL Learners and Ratings Assigned by each Australian and Chinese Teacher, First Sighting (Listening)

	T	n	r	s	rho	s
Australian Native English-Speaking Teachers (T)	1	15	.94	.000	.93	.001
	2	16	.93	.000	.92	.001
	3	16	.96	.000	.95	.001
	4	16	.9	.000	.9	.001
	5	16	.9	.000	.89	.001
	6	15	.95	.000	.92	.001
	7	16	.95	.000	.94	.001
	8	7	.92	.002	.96	.001
	9	16	.94	.000	.93	.001
	10	16	.93	.000	.91	.001
	11	16	.96	.000	.95	.001
	12	16	.96	.000	.96	.001
	13	16	.96	.000	.97	.001
	14	16	.96	.000	.93	.001
	15	16	.95	.000	.95	.001
	16	16	.96	.000	.97	.001
	17	16	.99	.000	.98	.001
	18	16	.94	.000	.92	.001
	19	16	.95	.000	.94	.001
	20	16	.93	.000	.95	.001
	21	16	.93	.000	.97	.001
Chinese Non-Native English-Speaking Teachers (T)	22	11	.95	.000	.93	.001
	23	16	.95	.000	.93	.001
	24	16	.95	.000	.92	.001
	25	16	.91	.000	.88	.001
	26	16	.89	.000	.91	.001
	27	16	.94	.000	.9	.001
	28	16	.94	.000	.96	.001
	29	16	.96	.000	.96	.001
	30	16	.96	.000	.96	.001
	31	16	.95	.000	.92	.001
	32	16	.93	.000	.91	.001
	33	16	.95	.000	.94	.001
	34	16	.97	.000	.96	.001
	35	16	.9	.000	.93	.001
	36	12	.94	.000	.95	.001

Table 11: Inter-Rater Reliability:
Correlations Between the Researchers' Ratings of 16 Adult ESL Learners and Ratings Assigned by each Australian and Chinese Teacher, First Sighting (Writing)

	T	n	r	s	rho	s
Australian Native English-Speaking Teachers (T)	1	16	.96	.000	.96	.001
	2	16	.94	.000	.93	.001
	3	16	.99	.000	.99	.001
	4	16	.93	.000	.93	.001
	5	16	.97	.000	.97	.001
	6	16	.97	.000	.98	.001
	7	16	.94	.000	.95	.001
	8	7	.99	.000	.96	.001
	9	16	.93	.000	.94	.001
	10	16	.95	.000	.97	.001
	11	16	.96	.000	.98	.001
	12	16	.97	.000	.96	.001
	13	16	.94	.000	.95	.001
	14	16	.96	.000	.96	.001
	15	16	.97	.000	.97	.001
	16	16	.99	.000	.997	.001
	17	16	.98	.000	.98	.001
	18	16	.99	.000	.98	.001
	19	16	.96	.000	.97	.001
	20	16	.95	.000	.96	.001
	21	16	.96	.000	.96	.001
Chinese Non-Native English-Speaking Teachers (T)	22	11	.96	.000	.97	.001
	23	16	.93	.000	.94	.001
	24	16	.94	.000	.93	.001
	25	16	.91	.000	.94	.001
	26	16	.87	.000	.88	.001
	27	16	.97	.000	.97	.001
	28	16	.94	.000	.95	.001
	29	16	.95	.000	.96	.001
	30	16	.96	.000	.98	.001
	31	16	.98	.000	.98	.001
	32	16	.96	.000	.98	.001
	33	16	.94	.000	.94	.001
	34	16	.97	.000	.98	.001
	35	16	.93	.000	.94	.001
	36	12	.88	.000	.9	.001

Table 12: Inter-Rater Reliability: Correlations Between the Researchers' Ratings of 16 Adult ESL Learners and Ratings Assigned by each Australian and Chinese Teacher, First Sighting (Reading)

	T	n	r	s	rho	s
Australian Native English-Speaking Teachers (T)	1	16	.97	.000	.97	.001
	2	16	.96	.000	.96	.001
	3	16	.95	.000	.97	.001
	4	16	.95	.000	.96	.001
	5	16	.98	.000	.98	.001
	6	16	.93	.000	.91	.001
	7	16	.96	.000	.96	.001
	8	7	.93	.001	.96	.001
	9	16	.92	.000	.94	.001
	10	16	.98	.000	.99	.001
	11	16	.97	.000	.98	.001
	12	16	.98	.000	.97	.001
	13	16	.97	.000	.97	.001
	14	16	.95	.000	.96	.001
	15	16	.97	.000	.97	.001
	16	16	.94	.000	.96	.001
	17	16	.98	.000	.99	.001
	18	16	.98	.000	.98	.001
	19	16	.95	.000	.96	.001
	20	16	.92	.000	.94	.001
	21	16	.91	.000	.97	.001
Chinese Non-Native English-Speaking Teachers (T)	22	11	.97	.000	.95	.001
	23	16	.93	.000	.95	.001
	24	16	.94	.000	.97	.001
	25	16	.91	.000	.91	.001
	26	16	.83	.000	.88	.001
	27	16	.95	.000	.97	.001
	28	16	.90	.000	.96	.001
	29	16	.93	.000	.97	.001
	30	16	.98	.000	.98	.001
	31	16	.93	.000	.95	.001
	32	16	.93	.000	.94	.001
	33	16	.94	.000	.97	.001
	34	16	.96	.000	.96	.001
	35	16	.87	.000	.92	.001
	36	12	.92	.000	.96	.001

Table 13: Intra-Rater Reliability:
Correlations Between Australian Teachers' Ratings,
First and Second Sightings (Speaking)

	T	n	r	s	rho	s
Teachers (T)	1	16	.98	.000	.97	.001
	2	16	.97	.000	.95	.001
	3	16	.98	.000	.98	.001
	4	16	.97	.000	.95	.001
	5	16	.99	.000	.98	.001
	7	16	.96	.000	.96	.001
	8	7	.93	.000	.99	.001
	9	16	.94	.000	.9	.001
	10	16	.96	.000	.95	.001
	11	16	.95	.000	.93	.001
	12	16	.98	.000	.99	.001
	13	16	.96	.000	.96	.001
	15	16	.96	.000	.98	.001
	16	16	.96	.000	.98	.001
	17	16	.96	.000	.99	.001
	18	16	.99	.000	.99	.001
	19	16	.97	.000	.99	.001

(Note: Teachers 6, 14, 20 and 21 were absent on the second occasion.)

Table 14: Intra-Rater Reliability: Correlations Between Australian Teachers' Ratings, First and Second Sightings (Listening)

	T	n	r	s	rho	s
Teachers (T)	1	15	.97	.000	.96	.001
	2	16	.94	.000	.94	.001
	3	16	.97	.000	.98	.001
	4	16	.97	.000	.98	.001
	5	16	.95	.000	.94	.001
	7	16	.97	.000	.95	.001
	8	16	.98	.000	.96	.001
	9	16	.95	.000	.91	.001
	10	16	.92	.000	.92	.001
	11	16	.95	.000	.95	.001
	12	16	.96	.000	.97	.001
	13	16	.96	.000	.95	.001
	15	16	.97	.000	.97	.001
	16	16	.96	.000	.97	.001
	17	16	.96	.000	.97	.001
	18	16	.98	.000	.98	.001
	19	16	.97	.000	.96	.001

(Note: Teachers 6, 14, 20 and 21 were absent on the second occasion.)

Table 15: Intra-Rater Reliability;
Correlations Between Australian Teachers' Ratings,
First and Second Sightings (Writing)

	T	n	r	s	rho	s
Teachers (T)	1	16	.96	.000	.95	.001
	2	16	.98	.000	.96	.001
	3	16	.98	.000	.98	.001
	4	16	.92	.000	.92	.001
	5	16	.97	.000	.98	.001
	7	16	.98	.000	.95	.001
	8	7	.99	.000	.96	.001
	9	16	.93	.000	.93	.001
	10	16	.95	.000	.98	.001
	11	16	.95	.000	.92	.001
	12	16	.96	.000	.97	.001
	13	16	.97	.000	.97	.001
	15	16	.97	.000	.97	.001
	16	16	.99	.000	.97	.001
	17	16	.96	.000	.98	.001
	18	16	.98	.000	.98	.001
	19	16	.91	.000	.95	.001

(Note: Teachers 6, 14, 20 and 21 were absent on the second occasion.)

Table 16: Intra-Rater Reliability:
Correlations Between Australian Teachers' Ratings, First and Second Sightings (Reading)

	T	n	r	s	rho	s
Teachers (T)	1	16	.98	.000	.96	.001
	2	16	.97	.000	.97	.001
	3	16	.98	.000	.98	.001
	4	16	.97	.000	.95	.001
	5	16	.98	.000	.99	.001
	7	16	.96	.000	.97	.001
	8	7	.92	.002	.94	.001
	9	16	.91	.000	.92	.001
	10	16	.95	.000	.96	.001
	11	16	.95	.000	.95	.001
	12	16	.95	.000	.95	.001
	13	16	.93	.000	.87	.001
	15	16	.98	.000	.98	.001
	16	16	.98	.000	.98	.001
	17	16	.97	.000	.97	.001
	18	16	.98	.000	.98	.001
	19	16	.96	.000	.98	.001

(Note: Teachers, 6, 14, 20 and 21 were absent on the second occasion.)

Table 17: Inter-Rater Reliability: Correlations between the Researchers Ratings of 16 Adult ESL Learners and Ratings assigned by each Australian Teacher, Second Sighting (Speaking)

	T	n	r	s	rho	s
Australian Native English speaking Teachers (T)	1	16	.97	.000	.97	.001
	2	16	.96	.000	.96	.001
	3	16	.96	.000	.96	.001
	4	16	.95	.000	.94	.001
	5	16	.98	.000	.98	.001
	7	16	.97	.000	.96	.001
	8	16	.98	.000	.98	.001
	9	16	.97	.000	.97	.001
	10	16	.98	.000	.98	.001
	11	16	.98	.000	.98	.001
	12	16	.98	.000	.96	.001
	13	16	.98	.000	.96	.001
	15	16	.98	.000	.99	.001
	16	16	.98	.000	.98	.001
	17	16	.95	.000	.98	.001
	18	16	.96	.000	.95	.001
	19	16	.97	.000	.98	.001

(Note: Teachers 6, 14, 20 and 21 were absent on the second occasion)

Table 18: Inter-Rater Reliability: Correlations between the Researchers' Ratings of 16 Adult ESL Learners and Ratings assigned by each Australian Teacher, Second Sighting (Listening)

	T	n	r	s	rho	s
Australian Native English Speaking Teachers (T)	1	16	.98	.000	.98	.001
	2	16	.96	.000	.95	.001
	3	16	.93	.000	.94	.001
	4	16	.95	.000	.92	.001
	5	16	.96	.000	.96	.001
	7	16	.97	.000	.96	.001
	8	16	.95	.000	.95	.001
	9	16	.95	.000	.96	.001
	10	16	.97	.000	.95	.001
	11	16	.95	.000	.96	.001
	12	16	.93	.000	.96	.001
	13	16	.96	.000	.95	.001
	15	16	.97	.000	.98	.001
	16	16	.96	.000	.96	.001
	17	16	.95	.000	.96	.001
	18	16	.95	.000	.93	.001
	19	16	.96	.000	.95	.001

(Note: Teachers 6, 14, 20 and 21 were absent on the second occasion)

Table 19: Inter-Rater Reliability: Correlations between the Researchers' Ratings of 16 Adult ESL Learners and Ratings Assigned by each Australian Teacher, Second Sighting (Writing)

	T	n	r	s	rho	s
Australian Native English Speaking Teachers (T)	1	16	.98	.000	.99	.001
	2	16	.97	.000	.97	.001
	3	16	.97	.000	.97	.001
	4	16	.97	.000	.97	.001
	5	16	.98	.000	.98	.001
	7	16	.97	.000	.99	.001
	8	16	.96	.000	.97	.001
	9	16	.97	.000	.97	.001
	10	16	.98	.000	.98	.001
	11	16	.97	.000	.94	.001
	12	16	.94	.000	.97	.001
	13	16	.97	.000	.98	.001
	15	16	.99	.000	.999	.001
	16	16	.98	.000	.98	.001
	17	16	.96	.000	.99	.001
	18	16	.97	.000	.98	.001
	19	16	.95	.000	.95	.001

(Note: Teachers 6, 14, 20 and 21 were absent on the second occasion)

Table 20: Inter-Rater Reliability: Correlations between the Researchers' Ratings of 16 Adult ESL Learners and Ratings Assigned by each Australian Teacher, Second Sighting (Reading)

	T	n	r	s	rho	s
Australian Native English speaking Teachers (T)	1	16	.97	.000	.97	.001
	2	16	.97	.000	.96	.001
	3	16	.93	.000	.94	.001
	4	16	.95	.000	.91	.001
	5	16	.98	.000	.98	.001
	7	16	.99	.000	.99	.001
	8	16	.97	.000	.99	.001
	9	16	.98	.000	.98	.001
	10	16	.96	.000	.96	.001
	11	16	.97	.000	.98	.001
	12	16	.97	.000	.99	.001
	13	16	.93	.000	.89	.001
	15	16	.96	.000	.97	.001
	16	16	.96	.000	.97	.001
	17	16	.97	.000	.96	.001
	18	16	.98	.000	.98	.001
	19	16	.98	.000	.98	.001

(Note: Teachers 6, 14, 20 and 21 were absent on the second occasion)

Table 21: Researchers' and Teachers' Ratings Compared for Learners in Researchers' Rank Order (Speaking)

21A: Australian Teachers, First Sighting

Learner	Researchers' Ratings	Teachers' Mean to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	.000	5 to 5	0
Edwige	4+	4+	.883	3+ to 5	3
Mansoor	4+	4+	.852	4 to 5	2
Helena	3+	3+	1.251	3 to 5	4
Beatrice	3	3+	1.231	2 to 4+	5
Bon	3	2+	1.248	1+ to 4	5
Tove	2	2+	1.028	1 to 3	4
Won-Sang	2	2+	.686	2 to 3	2
Khanh	1+	1	.745	1- to 2	3
Akemi	1+	1+	.725	1 to 2	2
Henry	1	1+	.805	1- to 2	3
Jose	1	1	.745	0+ to 1+	3
Tu	1-	1-	.669	0+ to 1	2
Minh	1-	1-	.813	0+ to 1+	3
Pentti	0+	1-	.883	0 to 1	3
Tom	0+	0+	.598	0+ to 1	2

21B: Chinese Teachers

Helmer	5	5	.000	5 to 5	0
Edwige	4+	4+	.834	3+ to 5	3
Mansoor	4+	4+	.561	4 to 4+	1
Helena	3+	4	1.125	3 to 5	4
Beatrice	3	4	1.541	2+ to 5	5
Bon	3	2+	1.785	0+ to 3+	7
Tove	2	3	2.033	1 to 4+	7
Won-Sang	2	2+	.961	2 to 3+	3
Khanh	1+	1+	.9	1- to 2+	4
Akemi	1+	1+	1.624	1- to 3	5
Henry	1	1	1.240	0+ to 2+	5
Jose	1	1	1.069	0+ to 1+	3
Tu	1-	0+	.646	0+ to 1	2
Minh	1-	0+	.458	0 to 1-	2
Pentti	0+	0+	.469	0+ to 1-	1
Tom	0+	0+	.497	0+ to 1-	1

21C: Australian Teachers, Second Sighting

Learner	Researchers' Ratings	Teachers' Mean to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	0	5 to 5	0
Edwige	4+	4+	.920	3+ to 5	3
Mansoor	4+	4+	1.057	3 to 5	4
Helena	3+	3+	.849	3 to 4+	3
Beatrice	3	3	.827	2 to 3+	3
Bon	3	2+	.996	2 to 3+	3
Tove	2	2	.786	1+ to 3	4
Won Sang	2	2	.485	1+ to 2+	2
Khanh	1+	1	.636	1- to 1+	2
Akemi	1+	1+	1.147	1- to 2+	4
Henry	1	1	.588	1- to 1+	2
Jose	1	1	.664	1- to 1+	2
Tu	1-	0+	.514	0+ to 1-	1
Minh	1-	0+	.514	0+ to 1-	1
Pentti	0+	0+	.624	0+ to 1	2
Tom	0+	0+	.588	0+ to 1	2

Table 22: Researchers' and Teachers' Ratings Compared for Learners in Researchers' Rank Order (Listening)

22A: Australian Teachers, First Sighting

Learner	Researchers' Ratings	Teachers' Mean to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	.359	4+ to 5	1
Mansoor	5	4+	.801	4 to 5	2
Edwige	4+	4	.988	3+ to 5	3
Helena	4	3+ to 4	1.318	3 to 5	4
Beatrice	4	3	1.396	2 to 4+	5
Bon	2+	2+	1.396	1+ to 4	5
Tove	2	2+	1.240	1 to 3+	5
Won Sang	2	2	.875	1+ to 3	3
Khanh	1+	1	.657	1- to 2	3
Akemi	1+	1+	1.005	1 to 3	4
Henry	1	1+	1.203	1- to 2+	4
Jose	1	1	1.129	0+ to 2	4
Tu	1	1-	.793	0+ to 1	2
Minh	1-	1-	.639	0+ to 1	2
Pentti	1-	1-	.894	0+ to 1+	3
Tom	0+	1-	.655	0+ to 1	2

22B: Chinese Teachers

Helmer	5	5	.000	5 to 5	0
Mansoor	5	5	.516	4+ to 5	1
Edwige	4+	4	.91	3 to 4+	3
Helena	4	4	1.207	3 to 5	4
Beatrice	4	4	.802	3+ to 4+	2
Bon	2+	2	1.204	1 to 3	4
Tove	2	3	1.328	1+ to 4	5
Won Sang	2	2+	1.284	1+ to 4	5
Khanh	1+	1+	.986	1- to 2+	4
Akemi	1+	1+	1.302	1- to 2+	4
Henry	1	1 to 1+	.941	1- to 2	3
Jose	1	1-	1.326	0+ to 1+	3
Tu	1	1-	.825	0+ to 1	2
Minh	1-	0+	.458	0 to 1-	2
Pentti	1-	1-	.616	0+ to 1	2
Tom	0+	1-	.633	0+ to 1	2

22C: Australian Teachers, Second Sighting

Learner	Researchers' Ratings	Teachers' Mean to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	.243	4+ to 5	1
Mansoor	5	4+	.781	4 to 5	2
Edwige	4+	4+	1.015	3+ to 5	3
Helena	4	3+	.849	3 to 4+	3
Beatrice	4	3	1.033	2 to 3+	3
Bon	2+	2+	1.029	1+ to 3+	4
Tove	2	2	.529	1+ to 2+	2
Won Sang	2	2	.562	1+ to 2+	2
Khanh	1+	1	.393	1 to 1+	1
Akemi	1+	1+	1.147	1- to 2+	4
Henry	1	1+	.943	0+ to 2	4
Jose	1	1	.795	0+ to 1+	3
Tu	1	1-	.6	0+ to 1	2
Minh	1-	0+	.514	0+ to 1-	1
Pentti	1-	1-	.659	0+ to 1	2
Tom	0+	1-	.470	0+ to 1-	1

Table 23: Researchers' and Teachers' Ratings Compared for Learners in Researchers' Rank Orders (Writing)

23A: Australian Teachers, First Sighting

Learner	Researchers' Ratings	Teachers' Mean to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	.301	4+ to 5	1
Edwige	4	4	1.556	2+ to 5	5
Mansoor	4	4	.813	3 to 4+	3
Helena	3	3+	1.701	2+ to 5	5
Beatrice	3	3	.995	2 to 3+	4
Bon	2+	2+	.926	1+ to 3+	4
Tove	2+	2+	1.136	1 to 3	4
Won Sang	2	2	.759	1+ to 3	3
Khanh	1+	1 to 1+	.827	1- to 2	3
Akemi	1+	1+	.999	1 to 2+	3
Henry	1-	1	.7	1- to 1+	2
Jose	1-	1-	.826	0+ to 1	2
Pentti	1-	1-	.696	0+ to 1	2
Tom	1-	1-	.436	0+ to 1	2
Tu	0+	0+	.359	0+ to 1-	1
Minh	0+	0+	.410	0 to 0+	1

23B: Chinese Teachers

Helmer	5	5	.258	4+ to 5	1
Edwige	4	3+	1.387	2 to 4+	5
Mansoor	4	4	1.187	3 to 5	4
Helena	3	3+	1.207	2 to 4+	5
Beatrice	3	3+	1.406	2 to 4+	5
Bon	2+	2	1.141	1 to 3	4
Tove	2+	3	1.762	1+ to 4	5
Won Sang	2	2+	1.406	1+ to 3+	4
Khanh	1+	1+	.976	1- to 2+	4
Akemi	1+	1+	1.335	1- to 2+	4
Henry	1-	1-	.961	0+ to 1+	3
Jose	1-	1	.914	0+ to 1+	3
Pentti	1-	1-	.426	0+ to 1-	1
Tom	1-	1-	.579	0+ to 1	2
Tu	0+	0+	.426	0 to 0+	1
Minh	0+	0+	.48	0 to 0+	1

23C: Australian Teachers, Second Sighting

Learner	Researchers' Ratings	Teachers' Mean to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	.243	4+ to 5	1
Edwige	4	4	1.490	3 to 5	4
Mansoor	4	3+	.931	3 to 4+	3
Helena	3	3	.862	2+ to 4+	4
Beatrice	3	3	1.007	1+ to 3+	4
Bon	2+	2	.931	1+ to 3+	4
Tove	2+	2+	.618	2 to 3	2
Won Sang	2	2	1.091	1- to 2+	4
Khanh	1+	1	.588	1- to 1+	2
Akemi	1+	1+	1.015	1- to 2+	4
Henry	1-	1-	.618	0+ to 1	2
Jose	1-	1-	.728	0+ to 1	2
Pentti	1-	1-	.707	0+ to 1	2
Tom	1-	1-	.429	0+ to 1	2
Tu	0+	0+	.6	0 to 1	3
Minh	0+	0+	.354	0 to 1-	2

Table 24: Researchers' and Teachers' Ratings Compared for Learners in Researchers' Rank Orders (Reading)

24A: Australian Teachers, First Sighting

Learner	Researchers' Ratings	Teachers' Means to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	.402	4+ to 5	1
Edwige	5	4	1.317	2+ to 5	5
Mansoor	4+	4	1.05	3+ to 5	3
Helena	4	3+	1.137	3 to 4+	3
Beatrice	3	3	1.317	2 to 4+	5
Bon	2+	2+	.784	2 to 3	2
Tove	2	2	1.399	1- to 3+	6
Won Sang	2	2	.887	1+ to 3	3
Khanh	1+	1+	.733	1 to 2+	3
Akemi	1+	1+ to 2	.946	1 to 2+	3
Henry	1+	1+	.75	1 to 2	2
Jose	1	1-	.851	0+ to 2	4
Tu	1-	0+	.676	0+ to 1	2
Pentti	1-	1-	.652	0+ to 1+	3
Tom	1-	1-	.59	0+ to 1	2
Minh	0+	0+	.459	0 to 1-	1

24B: Chinese Teachers

Helmer	5	5	.258	4+ to 5	1
Edwige	5	3+	.961	3 to 4+	3
Mansoor	4+	4+	.704	3+ to 5	3
Helena	4	4	1.146	3 to 4+	3
Beatrice	3	3+	1.082	3 to 5	4
Bon	2+	2	1.216	1 to 3	4
Tove	2	3	1.326	1+ to 3+	4
Won Sang	2	2+	1.328	1+ to 3+	4
Khanh	1+	1+	.976	1- to 2+	4
Akemi	1+	1+	.990	1 to 2+	3
Henry	1+	1+	.877	1- to 2	3
Jose	1	1-	.893	0+ to 1	2
Tu	1-	0+ to 1-	.941	0 to 1	3
Pentti	1-	1-	.616	0+ to 1	2
Tom	1-	1-	.616	0+ to 1	2
Minh	0+	0+	.458	0 to 0+	1

24C: Australian Teachers, Second Sighting

Learner	Researchers' Ratings	Teachers' Means to Nearest	S.D.	Min.-Max. Range	Range
Helmer	5	5	.332	4+ to 5	1
Edwige	5	4+	1.176	3+ to 5	3
Mansoor	4+	4	.636	3+ to 5	3
Helena	4	3+	.772	3 to 4+	3
Beatrice	3	3	.795	2 to 3+	3
Bon	2+	2+	1.007	1+ to 3	3
Tove	2	2	.606	1+ to 2+	2
Won Sang	2	2	.562	1+ to 2+	2
Khanh	1+	1	.618	1- to 1+	2
Akemi	1+	1+	1.118	1- to 2+	4
Henry	1+	1	1.047	0+ to 2	4
Jose	1	1-	.588	0+ to 1	2
Tu	1-	1-	.507	0+ to 1-	1
Pentti	1-	1-	.556	0+ to 1	2
Tom	1-	1-	.697	0+ to 1+	3
Minh	0+	0+	.470	0+ to 1-	1

Table 25: Mean of Ranges

25A: Whole Scale

Raters	S	L	R	W
Australian Teachers First Sighting	2.875	3.25	3	2.8125
Australian Teachers Second Sighting	2.375	2.375	2.4375	2.8125
Chinese Teachers	3.3125	2.9375	2.875	3.25

25B: Upper and Lower Halves of Scale

Raters	S		L		R		W	
	0 to 2	2+ to 5	0 to 2	2+ to 5	0 to 2	2+ to 5	0 to 2	2+ to 5
Australian Teachers First Sighting	2.7	3.167	3.2	3.333	2.9	3.167	2.111	3.714
Australian Teachers Second Sighting	2.2	2	2.2	2.667	2.3	2.667	2.556	3.143
Chinese Teachers	3.3	3.334	3.2	2.334	2.8	3	2.556	4.143

25C: Each Quarter of Scale

Raters	S				L				R				W			
	0 to 1-	1 to 2	2+ to 3+	4 to 5	0 to 1-	1 to 2	2+ to 3+	4 to 5	0 to 1-	1 to 2	2+ to 3+	4 to 5	0 to 1-	1 to 2	2+ to 3+	4 to 5
Australian Teachers First Sighting	2.5	2.83	4.67	1.67	2.33	3.57	5	3	2	3.5	3.5	3	1.67	3	4.25	3
Australian Teachers Second Sighting	1.5	2.67	3	2.33	1.33	2.57	4	2.4	1.75	2.67	3	2.5	2.17	3.33	3.5	2.67
Chinese Teachers	1.5	4.5	5.33	1.33	2	3.71	4	2	2	3.33	4	2.5	1.83	4	4.75	3.33

(NOTE: That the 2+ to 3+ range had, in L , only 1 learner, and in S and R only 2.)

Table 26: Mean of S.D's.

26A: Whole Scale

Raters	S	L	R	W
Australian Teachers First Sighting	.823	.959	.884	.84
Australian Teachers Second Sighting	.7	.723	.718	.763
Chinese Teachers	.984	.9	.9	.99

26B: Upper and Lower Halves of Scale

Raters	S		L		R		W	
	0 to 2	2+ to 5	0 to 2	2+ to 5	0 to 2	2+ to 5	0 to 2	2+ to 5
Australian Teachers First Sighting	.77	.91	.909	1.043	.814	1.001	.668	1.061
Australian Teachers Second Sighting	.65	.77	.66	.825	.677	.786	.681	.869
Chinese Teachers	.99	.97	.97	.773	.902	.895	1.072	1.192

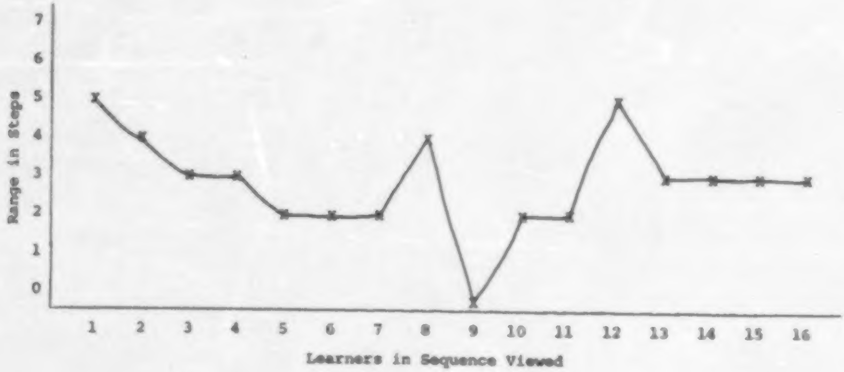
26C: Each Quarter of Scale

Raters	S				L				R				W			
	0 to 1-	1 to 2	2+ to 3+	4 to 5	0 to 1-	1 to 2	2+ to 3+	4 to 5	0 to 1-	1 to 2	2+ to 3+	4 to 5	0 to 1-	1 to 2	2+ to 3+	4 to 5
Australian Teachers First Sighting	.741	.789	1.243	.578	.729	.986	1.396	.972	.644	.928	1.051	.977	.571	.862	1.19	.89
Australian Teachers Second Sighting	.448	.718	.891	.659	.548	.71	1.029	.784	.557	.757	.901	.729	.573	.898	.855	.888
Chinese Teachers	.518	1.305	1.484	.465	1.707	1.142	1.204	.687	.658	1.065	1.149	.767	.631	1.239	1.379	.944

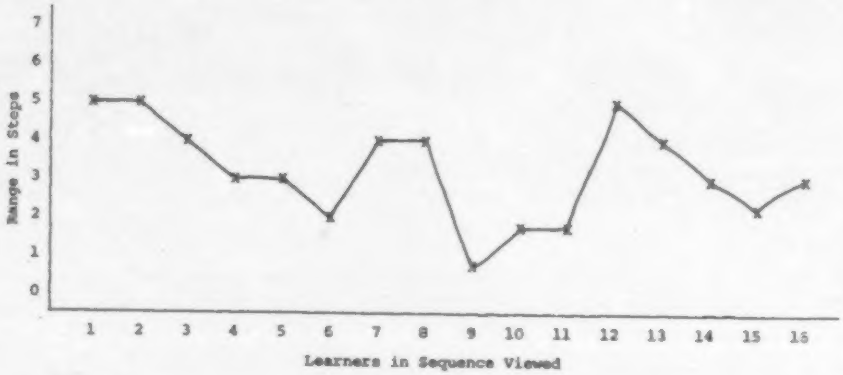
(NOTE: That the 2+ to 3+ range had, in L , only 1 learner and S and R had only 2.)

Table 27: Sample Graphs Showing how Ranges differed through the Trialling Exercise

27A: Australian Teachers, First Sighting (Speaking)



27B: Australian Teachers, First Sighting (Listening)



27C: Chinese Teachers (Speaking)

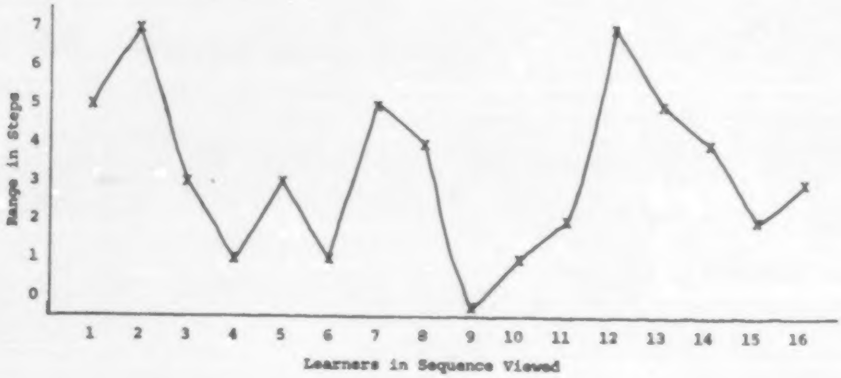
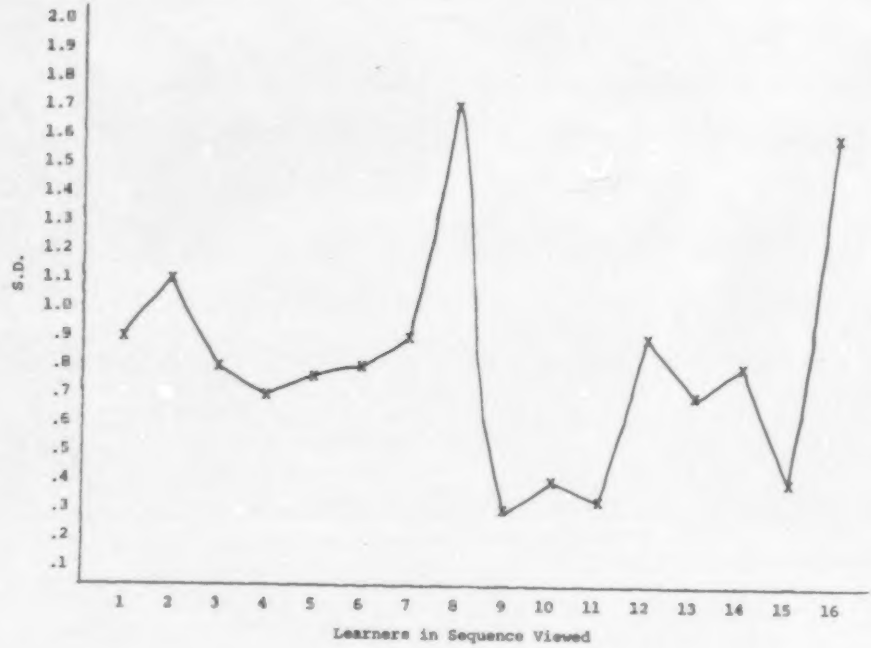
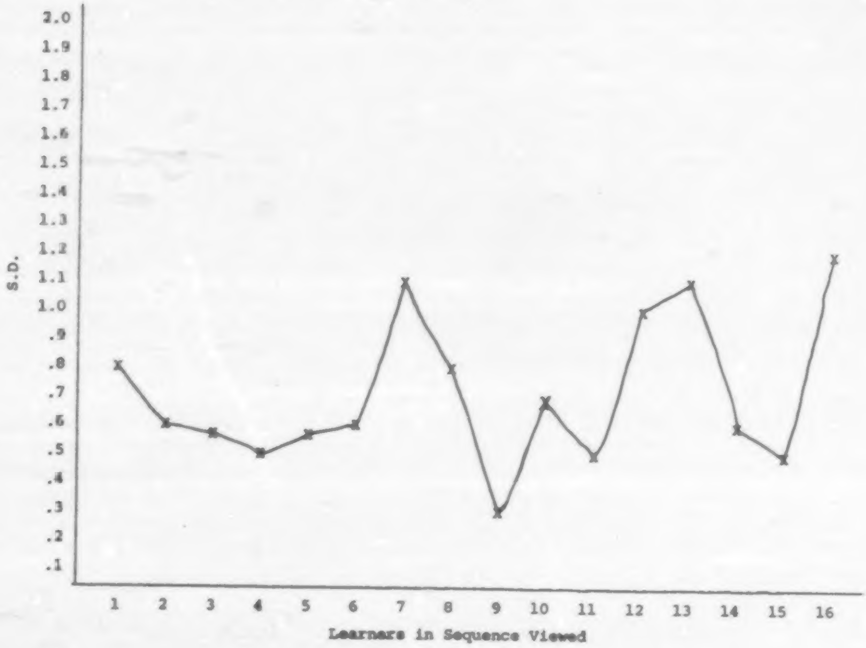


Table 28: Sample Graphs Showing how S.D's. differed through the Trialling Exercise

28A: Australian Teachers, First Sighting (Writing)



28B: Australian Teachers, Second Sighting (Reading)



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28C: Chinese Teachers (Listening)

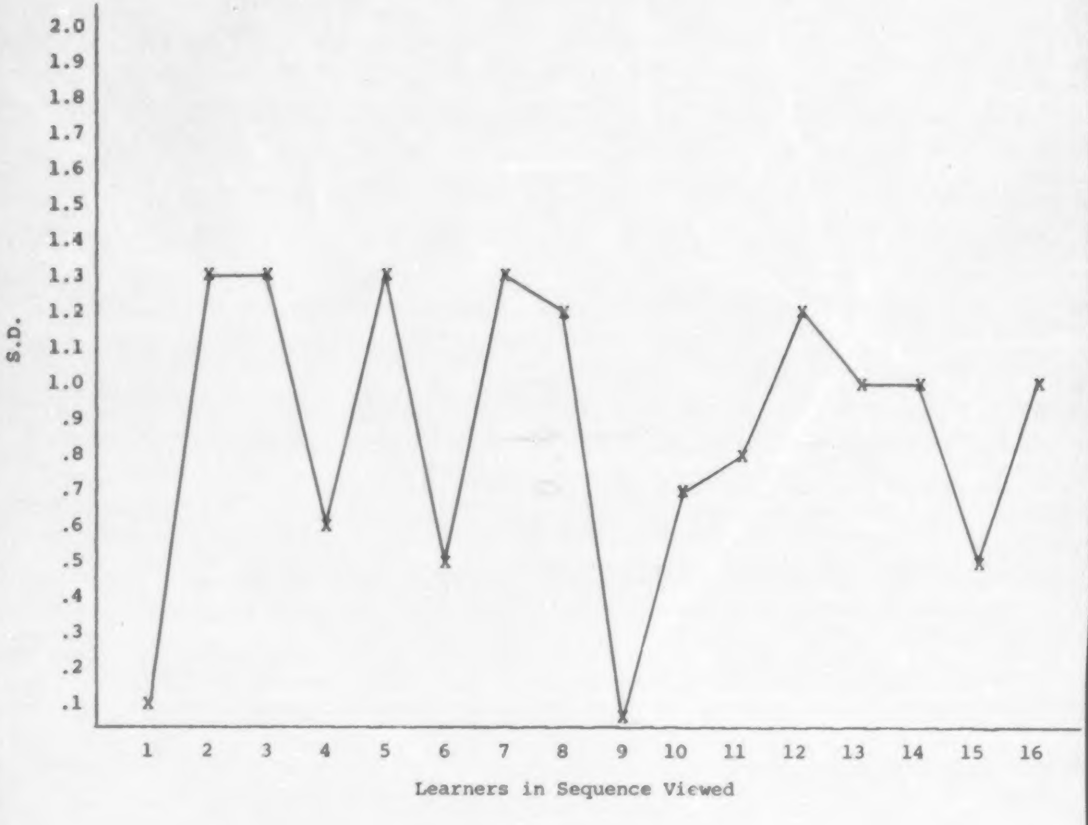

Table 29: The Undefined Points at 2+, 3+, 4+

ATS1 = Australian Teachers' First Sighting
ATS2 = Australian Teachers' Second Sighting
CT = Chinese Teachers

29A: Means and S.D's. for each Learner

Learner	Macro-skills	Researcher's Ratings	Teacher Means			S.D.		
			AT1	AT2	CT	AT1	AT2	CT
Tove	W	2+	2+	2	2+	1.136	.618	1.762
Helena	S	3+	3+	3+	4	1.251	.849	1.125
Bon	L	2+	2+	2+	2	1.396	1.029	1.204
	R	2+	2+	2+	2	.784	1.007	1.216
	W	2+	2+	2	2	.926	.931	1.141
Edwige	S	4+	4+	4+	4+	.883	.920	.834
	L	4+	4	4+	4	.988	1.015	.91

29B: S.D's Amongst Raters for Learners at 2+, 3, 3+ and 4 (all macroskills combined)

Raters	S.D.		
	All points	2+, 3+, 4+	3
All teachers	.849	1.044	1.2
ATS1	.877	1.052	1.315
ATS2	.938	.91	.915
CT	.726	1.17	1.317

29C: Variations in Actual Ratings at 2+, 3, 3+, 4 (all macroskills combined)

	All Points						2+, 3+, 4+						3					
	A		E		B		A		E		B		A		E		B	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ATS1	334	25.6	570	43.6	403	30.8	43	29.9	39	27.1	62	43.1	41	39.4	35	33.7	28	26.9
ATS2	189	17.4	515	47.3	384	35.3	27	22.7	40	33.6	52	43.7	13	15.3	46	54.1	26	30.1
CT	257	27.8	382	41.3	285	30.8	28	27.7	27	26.7	46	45.5	44	62	13	18.3	14	19.7

A = Above Researchers' Ratings
E = Equal to Researchers' Ratings
B = Below Researchers' Ratings

Table 30: Means, S.D's., S.E's., Ranges and Actual Proficiencies for all Learners as rated by Australian Teachers, First Sighting

SD is given in steps on ASLPR. Mean is given to nearest ASLPR level except where it fell exactly midway between two levels when it is shown as, e.g., "1+ to 2". The Researchers' Rating is taken to be the actual proficiency.

Name	Macros	Actual Proficiency	Mean (to nearest)	S.D.	S.E.	Min.-Max. Range	Range	Name	Macros	Actual Proficiency	Mean (to nearest)	S.D.	S.E.	Min.-Max. Range	Range
Beatrice	S	3	3+	1.231	.269	2 to 4+	5	Helmer	S	5	5	.000	.000	5 to 5	0
	L	4	3	1.396	.305	2 to 4+	5		L	5	5	.359	.078	4+ to 5	1
	R	3	3	1.317	.287	2 to 4+	5		R	5	5	.402	.088	4+ to 5	1
	W	3	3	.995	.217	2 to 3+	4		W	5	5	.301	.066	4+ to 5	1
Tove	S	2	2+	1.028	.224	1 to 3	4	Tom	S	0+	0+	.598	.130	0+ to 1	2
	L	2	2+	1.240	.277	1 to 3+	5		L	0+	1-	.655	.143	0+ to 1	2
	R	2	2	1.399	.305	1- to 3+	6		R	1-	1-	.59	.129	0+ to 1	2
	W	2+	2+	1.136	.248	1 to 3	4		W	1-	1-	.436	.095	0+ to 1	2
Jose	S	1	1	.745	.167	0+ to 1+	3	Tu	S	1-	1-	.669	.146	0+ to 1	2
	L	1	1	1.129	.259	0+ to 2	4		L	1	1-	.793	.173	0+ to 1	2
	R	1	1-	.851	.19	0+ to 2	4		R	1-	0+	.676	.148	0+ to 1	2
	W	1-	1-	.826	.185	0+ to 1	2		W	0+	0+	.359	.078	0+ to 1-	1
Pentti	S	0+	1-	.883	.197	0 to 1	3	Bon	S	3	2+	1.248	.272	1+ to 4	5
	L	1-	1-	.894	.2	0+ to 1+	3		L	2+	2+	1.396	.305	1+ to 4	5
	R	1-	1-	.852	.191	0+ to 1+	3		R	2+	2+	.784	.171	2 to 3	2
	W	1-	1-	.696	.156	0+ to 1	2		W	2+	2+	.926	.202	1+ to 3+	4
Won-Sang	S	2	2+	.686	.153	2 to 3	2	Henry	S	1	1+	.805	.176	1- to 2	3
	L	2	2	.875	.196	1+ to 3	3		L	1	1+	1.203	.263	1- to 2+	4
	R	2	2	.887	.198	1+ to 3	3		R	1+	1+	.75	.164	1 to 2	2
	W	2	2	.759	.17	1+ to 3	3		W	1-	1	.7	.153	1- to 1+	2
Mansoor	S	4+	4+	.852	.191	4 to 5	2	Khanh	S	1+	1	.745	.167	1- to 2	3
	L	5	4+	.801	.179	4 to 5	2		L	1+	1	.657	.147	1- to 2	3
	R	4+	4	1.05	.235	3+ to 5	3		R	1+	1+	.733	.164	1 to 2+	3
	W	4	4	.813	.182	3 to 4+	3		W	1+	1 to 1+	.827	.185	1- to 2	3
Akemi	S	1+	1+	.725	.162	1 to 2	2	Minh	S	1-	1-	.813	.182	0+ to 1+	3
	L	1+	1+	1.005	.225	1 to 3	4		L	1-	1-	.639	.143	0+ to 1	2
	R	1+	1+ to 2	.946	.212	1 to 2+	3		R	0+	0+	.459	.103	0 to 1-	1
	W	1+	1+	.999	.223	1 to 2+	3		W	0+	0+	.410	.092	0 to 0+	1
Helena	S	3+	3+	1.251	.28	3 to 5	4	Edwige	S	4+	4+	.883	.197	3+ to 5	3
	L	4	3+ to 4	1.318	.295	3 to 5	4		L	4+	4	.988	.221	3+ to 5	3
	R	4	3+	1.137	.254	3 to 4+	3		R	5	4	1.317	.294	2+ to 5	5
	W	3	3+	1.701	.38	2+ to 5	5		W	4	4	1.556	.348	2+ to 5	5

Table 31: Means, S.D's., S.E's., Ranges and Actual Proficiencies for all Learners as rated by Australian Teachers, Second Sighting

S.D., etc., is given in steps on ASLPR. Mean is given to nearest ASLPR level except where it fell exactly midway between two levels when it is shown as, e.g., "1+ to 2".

Name	Macros.	Actual Proficiency	Mean (to nearest)	S.D.	S.E.	Min.-Max. Range	Range	Name	Macros.	Actual Proficiency	Mean (to nearest)	S.D.	S.E.	Min.-Max. Range	Range
Beatrice	S	3	3	.827	.201	2 to 3+	3	Helmer	S	5	5	0	0	5 to 5	0
	L	4	3	1.033	.250	2 to 3+	3		L	5	5	.243	.059	4+ to 5	1
	R	3	3	.795	.193	2 to 3+	3		R	5	5	.332	.081	4+ to 5	1
	W	3	3	1.007	.244	1+ to 3+	4		W	5	5	.243	.059	4+ to 5	1
Tove	S	2	2	.786	.191	1+ to 3	4	Tom	S	0+	0+	.588	.143	0+ to 1	2
	L	2	2	.529	.128	1+ to 2+	2		L	0+	1-	.470	.114	0+ to 1-	1
	R	2	2	.606	.147	1+ to 2+	2		R	1-	1-	.697	.169	0+ to 1+	3
	W	2+	2+	.618	.150	2 to 3	2		W	1-	1-	.429	.104	0+ to 1	2
Jose	S	1	1	.664	.161	1- to 1+	2	Tu	S	1-	0+	.514	.125	0+ to 1-	1
	L	1	1	.795	.193	0+ to 1+	3		L	1	1-	.6	.146	0+ to 1	2
	R	1	1-	.588	.143	0+ to 1	2		R	1-	1-	.507	.123	0+ to 1-	1
	W	1-	1-	.728	.176	0+ to 1	2		W	0+	0+	.6	.146	0 to 1	3
Pantti	S	0+	0+	.624	.151	0+ to 1	2	Ron	S	3	2+	.996	.242	2 to 3+	3
	L	1-	1-	.659	.160	0+ to 1	2		L	2+	2+	1.029	.250	1+ to 3+	4
	R	1-	1-	.556	.135	0+ to 1	2		R	2+	2+	1.007	.244	1+ to 3	3
	W	1-	1-	.707	.171	0+ to 1	2		W	2+	2	.931	.226	1+ to 3+	4
Won-Sang	S	2	2	.485	.118	1+ to 2+	2	Henry	S	1	1	.588	.143	1- to 1+	2
	L	2	2	.562	.136	1+ to 2+	2		L	1	1+	.943	.229	0+ to 2	4
	R	2	2	.562	.136	1+ to 2+	2		R	1+	1	1.047	.254	0+ to 2	4
	W	2	2	1.091	.265	1- to 2+	4		W	1-	1-	.618	.150	0+ to 1	2
Mansoor	S	4+	4+	1.057	.256	3 to 5	4	Khanh	S	1+	1	.636	.154	1- to 1+	2
	L	5	4+	.781	.189	4 to 5	2		L	1+	1	.393	.095	1 to 1+	1
	R	4+	4	.636	.154	3+ to 5	3		R	1+	1	.618	.150	1- to 1+	2
	W	4	3+	.931	.226	3 to 4+	3		W	1+	1	.588	.143	1- to 1+	2
Akemi	S	1+	1+	1.147	.278	1- to 2+	4	Minh	S	1-	0+	.514	.125	0+ to 1-	1
	L	1+	1+	1.147	.278	1- to 2+	4		L	1-	0+	.514	.125	0+ to 1-	1
	R	1+	1+	1.118	.271	1- to 2+	4		R	0+	0+	.470	.114	0+ to 1-	1
	W	1+	1+	1.015	.246	1- to 2+	4		W	0+	0+	.354	.086	0 to 1-	2
Helena	S	3+	3+	.849	.206	3 to 4+	3	Edwige	S	4+	4+	.920	.223	3+ to 5	3
	L	4	3+	.849	.206	3 to 4+	3		L	4+	4+	1.015	.246	3+ to 5	3
	R	4	3+	.772	.187	3 to 4+	3		R	5	4+	1.176	.285	3+ to 5	3
	W	3	3	.862	.209	2+ to 4+	4		W	4	4	1.490	.361	3 to 5	4

Table 32: Means, S.D's., S.E's., Ranges and Actual Proficiencies for all Learners as rated by Chinese Teachers

Name	Macros.	Actual Proficiency	Mean (to nearest)	S.D.	S.E.	Min.-Max. Range	Range
Beatrice	S	3	4	1.541	.412	2+ to 5	5
	L	4	4	.802	.214	3+ to 4+	2
	R	3	3+	1.082	.289	3 to 5	4
	W	3	3+	1.406	.376	2 to 4+	5
Tove	S	2	3	2.033	.543	1 to 4+	7
	L	2	3	1.328	.355	1+ to 4	5
	R	2	3	1.326	.354	1+ to 3+	4
	W	2+	3	1.762	.471	1+ to 4	5
Jose	S	1	1	1.069	.286	0+ to 1+	3
	L	1	1-	1.326	.354	0+ to 1+	3
	R	1	1-	.893	.239	0+ to 1	2
	W	1-	1	.914	.244	0+ to 1+	3
Pentti	S	0+	0+	.469	.125	0+ to 1-	1
	L	1-	1-	.616	.165	0+ to 1	2
	R	1-	1-	.616	.165	0+ to 1	2
	W	1-	1-	.426	.114	0+ to 1-	1
Wong-Sang	S	2	2+	.961	.257	2 to 3+	3
	L	2	2+	1.284	.343	1+ to 4	5
	R	2	2+	1.328	.355	1+ to 3+	4
	W	2	2+	1.406	.376	1+ to 3+	4
Mansoor	S	4+	4+	.561	.145	4 to 4+	1
	L	5	5	.516	.133	4+ to 5	1
	R	4+	4+	.704	.182	3+ to 5	3
	W	4	4	1.187	.307	3 to 5	4
Akemi	S	1+	1+	1.624	.419	1- to 3	5
	L	1+	1+	1.302	.336	1- to 2+	4
	R	1+	1+	.990	.256	1 to 2+	3
	W	1+	1+	1.335	.345	1- to 2+	4
Helena	S	3+	4	1.125	.291	3 to 5	4
	L	4	4	1.207	.312	3 to 5	4
	R	4	4	1.146	.296	3 to 4+	3
	W	3	3+	1.207	.312	2 to 4+	5
Helmer	S	5	5	.000	.000	5 to 5	0
	L	5	5	.000	.000	5 to 5	0
	R	5	5	.258	.067	4+ to 5	1
	W	5	5	.258	.067	4+ to 5	1
Tom	S	0+	0+	.497	.133	0+ to 1-	1
	L	0+	1-	.633	.169	0+ to 1	2
	R	1-	1-	.616	.165	0+ to 1	2
	W	1-	1-	.579	.155	0+ to 1	2
Tu	S	1-	0+	.646	.173	0+ to 1	2
	L	1	1-	.825	.221	0+ to 1	2
	R	1-	0+ to 1-	.941	.251	0 to 1	3
	W	0+	0+	.426	.114	0 to 0+	1
Bon	S	3	2+	1.785	.477	0+ to 3+	7
	L	2+	2	1.204	.322	1 to 3	4
	R	2+	2	1.216	.325	1 to 3	4
	W	2+	2	1.141	.305	1 to 3	4
Henry	S	1	1	1.240	.331	0+ to 2+	5
	L	1	1 to 1+	.941	.251	1- to 2	3
	R	1+	1+	.877	.234	1- to 2	3
	W	1-	1-	.961	.257	0+ to 1+	3
Khanh	S	1+	1+	.9	.232	1- to 2+	4
	L	1+	1+	.986	.254	1- to 2+	4
	R	1+	1+	.704	.182	1 to 2+	3
	W	1+	1+	.976	.252	1- to 2+	4
Minh	S	1-	0+	.458	.118	0 to 1-	2
	L	1-	0+	.458	.118	0 to 1-	2
	R	0+	0+	.458	.118	0 to 0+	1
	W	0+	0+	.48	.126	0 to 0+	1
Edwige	S	4+	4+	.834	.215	3+ to 5	3
	L	4+	4	.91	.235	3 to 4+	3
	R	5	3+	.961	.248	3 to 4+	3
	W	4	3+	1.387	.358	2 to 4+	5

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:1- Elementary Proficiency *Able to write with reasonable accuracy short words and brief familiar utterances.* Can form all letters of the alphabet; can write with reasonable phonetic and formal accuracy basic personal details and the names of everyday objects. Can write a short simple sentence or brief instruction relating to matters in areas of immediate need or with which he is very familiar.	Can write short familiar words with reasonable accuracy though may need to sound them out. Can write a phrase or short sentence (not necessarily accurately) to give basic details about self and family, to reply to a query, or to convey simple information (e.g., to identify a photograph of a familiar scene). Can copy short written sentences (e.g., giving directions how to go from X to Y).	
R:1- Elementary Proficiency *Able to read short simple sentences and short instructions.* Can recognize and name most of the upper and lower case letters of the printed alphabet. Can read short, original sentences of one clause on familiar topics. Fluency is restricted by syntactic knowledge, vocabulary, cultural knowledge and inability to handle longer sentences or the discourse structure of even short texts. Silent reading may be accompanied by oral recoding. Word recognition may depend heavily on sounding out the letters. Aware of the more frequent sound-symbol correspondences, but errors will still frequently occur.	Can identify and read aloud common words (e.g., names of shops and everyday objects). Can read aloud with reasonable accuracy words containing familiar sound-symbol correspondences, though stress patterns may be faulty. Can comprehend short written directions (e.g., to go from X to Y) or simple one-sentence instructions (e.g., arranging time and place to meet). Can understand commonest abbreviations in daily usage such as *Mr., Mrs., a.m., and p.m.*	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:1 Minimum Survival Proficiency *Able to satisfy basic survival needs and minimum courtesy requirements.* In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. Vocabulary inadequate to express anything but the most elementary needs; fractured sentence structure and other grammatical errors are frequent; strong interference from L_1 occurs in inarticulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers. Has not developed skills in a specialist register though, where such a register has been experienced, may have acquired some relevant items.	Despite hesitations, fractured syntax and many repetitions, can give personal information and maintain very simple conversations on topics that are familiar or of personal interest; can express likes and dislikes in areas of particular interest; can make an introduction and use basic greeting and leave-taking expressions; can ask and tell time of day, day and date; can make simple transactions in shops, post offices or banks; can verbalize inability to understand, ask for slower repetition of utterance, spelling of name or address. Depending on need and previous experience, can order a simple meal, ask for shelter or lodging, ask and give simple directions (e.g., tell someone how to get from X to Y); can use public transport (buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets).	"Modification devices" are defined as those forms (e.g., verb forms, adjectives, adverbs, phrases, clauses, etc.) that are used to modify and qualify ideas and give precision to the expression of thought.
L:1 Minimum Survival Proficiency *Able to comprehend enough to meet basic survival needs.* Can comprehend short utterances and some longer ones provided the content is familiar to him or they are in response to his own simple questions pertinent to personal details or survival needs in his everyday life. Only common social formulae or other short, simple, familiar utterances are readily understood; otherwise, requires frequent repetition, redundancy, or paraphrase and a slow deliberate rate of utterance. Lacks discourse mastery and generally unable to re-	Can comprehend simple directions relating to how to get from X to Y, by foot or public transport; can comprehend time of day, day and date, and appointments; can cope with only simple verbal number operations. Can respond to simple high-frequency instructions in familiar situations; comprehends less predictable utterances in familiar situations if said slowly and deliberately (e.g., 80-100 w.p.m.). Has great	Familiar situations could include those regularly encountered in work, school, leisure, etc.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
L:1 Minimum Survival Proficiency (cont.) late even a short series of utterances. Has very limited ability to cope with specialist registers though may comprehend some items pertinent to areas of activity which have been experienced.	difficulty in using a telephone or comprehending radio or television. Comprehends only the most frequently occurring contracted forms (e.g., *I'm, it's, don't, can't, won't, isn't*). Is, to only a limited extent, sensitive enough to suprasegmental, nonverbal and other paralinguistic features to discriminate "tone" of utterances (e.g., polite, rude, friendly, unfriendly, etc.).	
W:1 Minimum Survival Proficiency *Able to satisfy basic survival needs.* Can write all letters of the alphabet and copy most sentences accurately. Can write personal details and a short series of sentences about things that are familiar (not necessarily with formal accuracy in lexis and syntax but comprehensibly). Longer utterances or longer series of utterances tend to lose coherence.	Can fill in uncomplicated forms with personal details (name, address, nationality, marital status). Can write simple sentences, including brief instructions (e.g., to door-to-door vendors). Can copy from written script quite accurately the sorts of information indicated in R:1. Can copy down, when presented orally, name, address, appointment and simple directions. Can fill out bank deposit and withdrawal forms. Can produce a short series of simple sentences on a familiar topic (e.g., personal details for a job application, short simple narration of an everyday occurrence).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
R:1 Minimum Survival Proficiency *Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences.* Can recognize and name all the upper and lower case letters in the printed version of the alphabet. Can read simple sentences with ease but may have difficulty with sentences of greater complexity. Can read and comprehend (but not necessarily fluently) very short, syntactically simple texts concerning his everyday life (cf. L:1), but has considerable difficulty in comprehending texts with more complex discourse structure.	Can read uncomplicated forms requiring basic personal details (name, address, nationality, marital status) but will require help in comprehending others. Can comprehend short, high frequency traffic signs, shop designations, bus and train destinations, basic timetables, and common English-language menus. From lists (e.g., street directory, index) can isolate the information he requires. Can use the "Yellow Pages" to find a tradesman. Can read a notice for a function and identify the nature, name, location, date and time of the event. Can read a short series of simple sentences narrating an everyday event. Can comprehend and act on a short series of simple instructions for using an everyday object (provided they do not contain unfamiliar specialist vocabulary).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:1+ **Survival Proficiency** *Able to satisfy all survival needs and limited social demands.* Developing flexibility in a range of circumstances beyond immediate survival needs. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation; grammatical errors still frequently cause misunderstanding. Limited vocabulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While basic word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited by still tentative emergence of modification devices. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Simple discourse markers are used relating to closely contiguous parts of the text but extended discourse is largely a series of discrete utterances. Articulation is reasonably comprehensible to native speakers, can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech may be laboured. Stress and intonation patterns are not native-like and may interfere with communication. Still has to repeat utterances frequently to be understood by the general public. Has very limited register flexibility though, where a specialist register has been experienced, may have acquired some features of it.	Can cope with less routine situations in shops, post office, bank, (e.g., asking for a larger size, returning an unsatisfactory purchase), and on public transport, (e.g., asking passenger where to get off for unfamiliar destination). Can explain some personal symptoms to a doctor but with limited precision. Can modify utterances to express uncertainty or the hypothetical by single word or other simple devices (e.g., *possibly, I think*) and has tentative use of *if* (conditional). Can use simple discourse markers such as *so, but, then, because*. Often makes inappropriate use of honorifics, e.g., title without surname. In work situation can communicate most routine needs not requiring special register (e.g., out of expendable commodity or a machine overheating) and basic details of unpredictable occurrences, e.g., an accident. Can ask the meaning of an unfamiliar word, or ask for the English word for a demonstrable item. Can generally use *I, me, you, we, my, your*, but other personal pronouns and possessive adjectives are often hesitant or wrong.	From this level on, the learner has a significant language repertoire permitting comprehension of texts containing an increasing number of unfamiliar language items or cultural references. The learner now has a sufficient language base to benefit greatly in language learning from out-of-class experience and to permit exploration of the language by enquiry from native speakers. The thrust of development through this level is towards more spontaneity and creativity, increased flexibility but still in essentially survival-type situations with a start to more general social interaction. Ability to comprehend still depends greatly on the native speaker's modifying the language produced. Immediate memory is less restricted, operations less laboured, and some textual facility is starting to emerge. Cultural interference may create unease in use of second person pronouns and persons' names for learners of some backgrounds. Some pronunciation problems will persist well beyond this stage. The ability to acquire flexibility in social register varies greatly according to the background, sensitivity and personality of the individual. The emergence of modifying

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
L:1+ **Survival Proficiency** *Able to satisfy all survival needs and limited social demands.* Can understand in all situations relevant to his survival needs. Less dependent on contextual support but comprehension is still significantly assisted by face-to-face contact, careful articulation and slow rate of utterance. Provided the topic disucssed is familiar, can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning. While global comprehension of utterances may be generally secure, deficiencies in the listening skill will often lead the learner to miss more specific information; misinterpretations are frequent and, in less familiar situations, may require repetition, paraphrase or explanation. More sensitive to morphology, recognizes changes of tense, and generally comprehends regular forms without having to rely on contextual support. Has much difficulty comprehending extended lines of argument and comprehends only the simplest discourse markers. Has little ability in specialist registers but can follow routine communications in the work place and some unpredictable utterances provided they involve mainly the non-specialist register or are supported by the context. Can generally distinguish statements, questions and commands by intonation, etc., but has limited ability to deduce other than surface meaning. Comprehension still suffers from limited familiarity with the target culture.	Recognizes simple relationships between short combinations of clauses and sentences (e.g., marked by *and, but, if, because*) but fails to comprehend more complex relationships or more complex discourse marked over a longer text. Can cope with utterances that are carefully articulated and said slowly (e.g. 100 to 120 w.p.m). Comprehends only isolated words or phrases in most conversations between native speakers and will also fail to comprehend subsumed knowledge. Has no facility in comprehending speakers of dialects other than that most frequently experienced. Comprehends most common, standard contracted forms but has considerable difficulty with colloquial "run-on" forms (such as, *wanna, gunna, wotcha*). Comprehends very little of a radio broadcast and has great difficulty using the telephone. Can comprehend only broad train of events of a T.V. drama, little of less visually supported telecasts though has fair comprehension of frequently repeated commercials said slowly in the standard dialect without significant cultural assumptions. If heavily marked, understands the implied annoyance, sarcasm, etc. in such utterances as *"Haven't you finished yet?"* or *"That's great!"* Can act on a simple series of commands such as *"Find a rag and clean the bench"* and negative commands such as *"Don't touch that button"*.	devices and discourse markers gives the learner the means to express (however tentatively at 1+) individual meanings (e.g., personal perceptions and attitudes) as well as universal meanings.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:1+ **Survival Proficiency** *Able to satisfy all survival needs and limited social needs.* Can write a sufficiently wide range of informal language to satisfy survival needs though errors in syntax, spelling and style may frequently interfere with comprehension. Can write most words and sentences that can be produced orally but longer utterances and texts may lack coherence through a failure to maintain sentence structure, to structure the thought sequence acceptably, or to use discourse markers appropriately. Has the ability to use a bilingual dictionary to check spelling. Aware of but not confident with the formal devices used in writing letters and has limited ability to vary them to match different recipients.	Can write a simple covering letter (e.g., to accompany a cheque or a completed job application form). Can convey a simple message by telegram (e.g., accepting job offered) though the conventions and form may often be inappropriate. Can write a note to school explaining a child's absence or requesting leave for the child. Can take down a simple message in note form.	
R:1+ **Survival Proficiency** *Able to read short texts on subjects related to his immediate needs.* Ready comprehension is conditional on the meaning's being clearly spelt out. Can follow a simple compound or complex sentence, but has little ability to handle many discourse markers commonly used in the written registers. With some use of a bilingual dictionary, can read for pleasure simplified versions of standard texts. Word attack is now sufficiently developed for the learner to be able to recognize most words in oral vocabulary though silent letters, non-phonetic forms or other irregularities may still cause confusion. Where texts are in cursive writing, copes only if the writing is neat and the style familiar.	Can understand a simple circular sent home from school on a familiar topic, e.g., start of swimming season, or on an unfamiliar topic, e.g., an excursion, provided that some prior explanation has been given. Using a bilingual dictionary can read a popular novel or short story simplified for L_2 learners. Can comprehend texts in which discourse is marked by such simple features as those indicated in S:1+. Can follow the instructions on a public telephone provided such words such as *dial tone* and *receiver* are familiar. Can discriminate between widely differing letters such as an apparently personalized sales promotion and correspondence requiring action (e.g., overdue account or alteration to delivery routine) even if	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
R:1+ Survival Proficiency (cont.)	neither is fully understood. Can understand straightforward classified advertisements in which the information is directly stated, which do not use unfamiliar registers, contain a high degree of abbreviation, or depend significantly on the learner's ability to supply implied meaning (e.g., as in innuendo).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:2 Minimum Social Proficiency *Able to satisfy routine social demands and limited work requirements.* Can handle with confidence but not facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information. Has restricted register flexibility though, where a specialist register has been experienced, will have acquired some features of it. Has limited ability to vary the "tone" of utterances. Can handle limited work requirements but will need help in handling any complications or difficulties. Hesitations are still frequent as the learner searches for vocabulary or grammar but has a speaking vocabulary sufficient to express himself simply with circumlocutions on most topics pertinent to his everyday life; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar especially in longer constructions. Accent, though often quite faulty, is intelligible; undue exertion on the part of a native speaking listener is not often necessary though some repetition in order to be understood may occur. Overall rate of utterance remains less than the native speaker's as a result of hesitations. Cohesion and discourse in short utterances or texts are secure but inconsistencies occur in longer ones.	Can give detailed information about own family, living conditions, educational background; can describe and converse on everyday things in his environment (e.g., his suburb, the weather); can describe present or most recent job or activity; can communicate on the spot with fellow workers or immediate superior (e.g., ask questions about job, make complaints about work conditions, time off, etc.); can give simple messages over the telephone; can give directions and instructions for simple tasks in his everyday life (e.g., to tradesmen). Has tentative use of polite request forms, e.g., involving *could, would*. May sometimes offend by unintended blandness or aggressiveness or irritate by over-deference where native speakers expect informality.	At this level, the learner's ability is sufficient to enable him to establish normal social relationships with native speakers.
L:2 Minimum Social Proficiency *Able to understand in routine social situations and limited work situations.* Can get the gist of most conversations in everyday social situations though may sometimes misinterpret or need utterances to be repeated or reworded. Less dependent on face-to-face contact, and the presence of other participants in the conversation	Can readily understand the sort of information indicated in S-2 when given face-to-face; can take simple telephone messages in response to own questions or on familiar or expected topics; can cope with native speaker conversations at lower rates of utter-	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
L:2 Minimum Social Proficiency (cont.) does not normally cause comprehension problems. Has limited ability to comprehend if there is extensive use of specialist registers though, in own field, can, with paraphrase or explanation, comprehend routine conversations. Has some ability to see beyond surface meaning and to comprehend less subtle or esoteric cultural implications. Can cope with the lower range of normal native speaker utterance rates but is soon lost with faster rates and has difficulty in understanding conversations between native speakers. Has some difficulty following extended lines of argument or complex discourse patterns.	ance (e.g., 120-150 w.p.m.). Can comprehend and act on sequential instructions at work (e.g., *When the red light goes off, push the button*); does not fully comprehend television or radio broadcasts but can get the gist of news bulletins or other programs on familiar topics delivered at lower rates of utterance. Can, in most situations, broadly discriminate the "tone" of utterances (e.g., irony).	
W:2 Minimum Social Proficiency *Able to satisfy routine social demands and limited work requirements.* Can handle (with moderate confidence and sufficient accuracy that comprehension by a native speaker is not impeded) those written forms needed in his everyday life at home, in daily commerce, and in simple work situations not requiring specialist skills.	Can write a personal letter on simple everyday topics or a simple report on an everyday event. Can write to order goods, book a room, or to carry out other uncomplicated and routine tasks. Can fill out most forms regularly encountered in everyday life in Australia (e.g., Medibank, CES, passport application, etc.).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
R:2 **Minimum Social Proficiency** *Able to read simple prose, in a form equivalent to typescript or printing, on subjects within a familiar context.* With extensive use of a bilingual dictionary can get the sense of those written forms frequently met in his everyday life. Can read for pleasure simply structured prose and literary and other texts which do not assume significant cultural knowledge, ability to handle complex discourse structure, or a specialist register. Can read neat cursive writing if the style is familiar.	Using a bilingual dictionary, can get the sense of personal letters on everyday topics, simple stylized forms such as invitations and replies, routine, uncomplicated business letters, news items from the daily press (but longer reports and commentaries only with considerable difficulty), and simple articles in technical fields relevant to his work experience. Can follow most clearly presented sequential instructions (e.g., accompanying a household appliance) when they are written in a non-specialist register, when he has plenty of time and has use of a bilingual dictionary. Can read fluently for pleasure modern novels simplified for the non-native reader.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:3 Minimum Vocational Proficiency *Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics.* Can discuss own particular interests and special fields of competence with reasonable ease though some circumlocutions; vocabulary is broad enough that the learner rarely has to grope for a word and can readily overcome gaps with circumlocutions; accent may be obviously foreign; control of grammar good; able to convey meaning precisely in reasonably complex sentences or by using, with reasonable accuracy, a wide range of modification devices; fluency is rarely disrupted by hesitations; errors rarely interfere with understanding or disturb the native speaker; able to modify language to meet the differing register requirements of situations which are familiar in the learner's personal and vocational life but can make secure use of only high frequency colloquialisms.	Can handle with confidence most social situations and those work situations relevant to own needs and experience. Can enter, exit from and participate in conversation with or between native speakers; can speak to educated native speakers or to those at own socio-economic level on general or relevant vocational topics without unintentionally amusing or irritating them; can present and debate own or others' ideas and attitudes about familiar topics or topics which are relevant to own or target culture; can cope with everyday, difficult linguistic situations such as broken plumbing, a personal misunderstanding, undeserved traffic ticket, etc.	The key factor now emerging is register flexibility (as well as continued development in fluency and accuracy). Fluency refers to the ability to mobilize language exponents in connected expression.
L:3 Minimum Vocational Proficiency *Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social* topics and on those vocational topics relevant to own interests and experience. Can get the gist of most conversations between native speakers though may miss some details, especially where there is significant subsumed knowledge. Comprehension rarely affected by complex discourse patterns. Can generally understand at normal rates of utterance even if occasional words are unfamiliar, and rarely has to ask for an utterance to be repeated or paraphrased, except where speech is heavily loaded with colloquial features.	Can take information confidently by telephone; can comprehend a discourse or discussion on a non-technical subject and can, if necessary, take notes or summarize it; has reasonable comprehension of radio and television news readers (180 w.p.m.) though more rapid speakers may cause comprehension to suffer. Can comprehend most sums of money and most numerals though longer items may have to be repeated.	It should be noted that colloquial speech may entail changes in every aspect of language, including vocabulary, syntax, semantics, phonology, rate of utterance and paralinguistics.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:3 Minimum Vocational Proficiency *Able to write with sufficient accuracy in structures and spelling to meet all social demands and basic work needs.* Can write with reasonable ease and accuracy on matters relevant to his interest, rarely lacks a word and is then able to circumvent it. Can use complex sentences accurately and can vary the style between personal and vocational contexts and use the functions appropriate to them.	Can write in all those forms used in daily life (personal letters, notes, telegrams, invitations, etc.) without errors intruding on a native speaker's comprehension and acceptance. Can use those basic registers needed in the work situation and other routine business letters of his everyday life. Can generally use even complex sentence structures accurately. Discourse structure beyond the sentence level may still sometimes seem non-native. Can vary style over broad parameters (e.g., between personal and vocational contexts) though may lack some subtlety in differentiating between some contexts.	Principal changes from here to R-5, W-5 lie in breadth of vocabulary, accuracy of syntax, and flexibility of or sensitivity to style.
R:3 Minimum Vocational Proficiency *Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field,* and other everyday materials (e.g., best-selling novels and similar recreational literature). Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms. Can read cursive writing though non-standard or ill-formed scripts may still cause difficulty.	Can read standard newspaper items and routine personal and business correspondence in own field of interest and readily grasp their essential meaning. Can read such items and paraphrase or summarize their key points. Has some sensitivity to variations in style and register and to nuances in meaning but will frequently fail to perceive those that are more subtle or more culturally dependent. Is able to read extended texts (e.g., novels) with sufficient comprehension without reference to a dictionary to ensure pleasure even though some words will be unknown.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:4 Vocational Proficiency *Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs.* Can participate in any conversation within the range of own experience with a high degree of fluency and precision of vocabulary; while the learner has mastered commonly occurring colloquial and idiomatic forms, some misuse of other items may occur; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; while a "foreign accent" may continue (especially in intonation and stress patterns), pronunciation does not impede comprehension by a native speaker; errors of grammar are quite rare and unsystematic and can usually be corrected in retrospect; always easily understood by a native speaker. Has considerable sensitivity to register requirements and readily modifies the language appropriately.	Can convey exact meaning in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can modify speech deliberately according to the situation and its register requirements; can handle informal interpreting from first language.	Cultural understanding now plays a significant part in promoting language use. Grammatical development is now more or less complete though "slips" or errors of performance may still occur. The learner can, however, usually correct such errors if he becomes conscious of them.
L:4 Vocational Proficiency *Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to own experience.* Can readily understand all speech of that variety of the language normally encountered in own personal, social, academic or vocational life and is rarely troubled by speech in less familiar contexts; can comprehend even fast rates of utterance in the target variety; can comprehend the generally recognized varieties of the target language and other similar varieties; only occasionally baffled by colloquialisms and regionalisms.	Can comprehend accurately in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can comprehend even fast utterance rates of 180 to 200 or more w.p.m. in the target variety; can appreciate and respond to register variations. Can comprehend most radio and television documentaries, and accurately identify the speaker's mood, tone, etc.; can comprehend numerals as readily as does a native speaker. If learning Australian English, can comprehend such varieties as Educated, General and Broad Australian, RP, Educated Indian and N.E. American but will have increasing difficulty with more distant varieties. Can handle informal interpreting into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:4 Vocational Proficiency *Able to write fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs.* Errors in grammar or vocabulary are very rare, rarely needs to consult a dictionary to express himself and is able to consider and select from amongst a wide choice of words and structures to make meaning more precise. Has considerable sensitivity to register requirements and can modify his language appropriately.	Can convey meanings precisely and accurately unrestricted by lexical, morphological, syntactic or spelling deficiencies. Can readily use all those written forms normally encountered and can modify them according to specific register requirements. Can structure longer texts appropriately making full use of the available devices of discourse and cohesion. Can handle informal translation from first language.	
R:4 Vocational Proficiency *Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs.* With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in own special field including official and professional documents and correspondence. Reading speed will approximate that of comparably educated native speakers. Cursive writing poses no greater difficulty than for a native speaker.	Can comprehend most literary forms though more difficult works (e.g., heavily culture-dependent or in a form remote from "normal" discourse) may cause some problems. Can handle informal translation from and into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:5 Native-like Proficiency *Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety.* Has complete fluency, accuracy and range in the language such that the learner's speech on all levels is fully accepted by such native speakers in all its features (including rate of utterance, suprasegmental and paralinguistic features, and breadth and accuracy of grammar, vocabulary, idiom, colloquialisms, and cultural references) even though some phonological features may exhibit minor non-native characteristics that never intrude nor inhibit comprehensibility. Able to operate as effectively as a native speaker of the same socio-cultural variety in all those registers encountered in his personal, social, academic or vocational life.	Can handle all tasks normally encountered and has native-like flexibility in new ones; can handle humour and innuendo as effectively as a native speaker. Very occasional non-native syllable stress, intonation pattern, allophone or phoneme substitution.	At this point all language-related cultural barriers are removed and, to all intents and purposes, the learner acts, and is accepted by others, as a native speaker. The distinction between the terms *variety* and *register* should be recalled. Any register limitations are of the same linguistic order and cause as for a native speaker of the same socio-cultural variety. It should be remembered that the ASLPR measures general proficiency.
L:5 Native-like Proficiency *Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety.* Has the same degree of comprehension of the spoken language of native or non-native speakers in all its features (including idiom, colloquialisms, subtlety of meaning, and cultural references whether spoken face-to-face, by telephone or on the media) as has a native speaker of his socio-cultural variety. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of his socio-cultural variety. Is similarly sensitive to the implications of the variety and register used.	Can perform as effectively as a native speaker in all listening activities encountered and has a native speaker's flexibility in new ones. Perceives and responds to style, humour and innuendo as effectively as a native speaker. Can generally recognize the likely educational level and origin of a speaker.	Register flexibility is as firmly established at this level as for a native speaker. Learners who have not experienced a certain specialist register in their L_2 may not have facility in it even though that register (e.g., of an academic or sporting interest) may be fully developed in their L_1. With exposure to the register, however, they will master it as readily as would comparable native speakers or, perhaps, more readily if they already have the relevant underlying concepts.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:5 **Native-like Proficiency** *Written proficiency equivalent to that of a native speaker of the same socio-cultural variety.* The learner's written language in all its forms is fully accepted by such native speakers in all its features including formal accuracy, structural variation, word choice, idiom, colloquialisms, register appropriateness, discourse structure (including thought sequence and coherence), subtlety of meaning and cultural references. Deviations from educated native speaker forms, special register features, or stylistic conventions will only be those recognizable as native speaker variants.	Can perform as effectively as a native speaker in all writing tasks normally encountered and has native-like flexibility in mastering new ones.	
R:5 **Native-like Proficiency** *Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety.* Can comprehend all forms of the written language (including abstract, structurally complex, or highly colloquial literary and non-literary writings) as effectively as such a native speaker. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of the same socio-cultural variety. Is similarly sensitive to the implications of the variety and register used. Can appreciate humour and subtle or culture-dependent nuances of meaning or style. Has no more difficulty than a native speaker in reading handwriting and alternative scripts.	Can comprehend with as much ease as an educated native speaker all forms of the written language normally encountered. Can identify the likely educational level of the writer. Can understand common references from the Judaeo-Christian literary tradition and sport. Comprehends a text in Old English script as readily as a native speaker.	

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AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

(Version for French as a Foreign Language)

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ABBREVIATIONS

S = Speaking
L = Listening
W = Writing
R = Reading

_He_ is to be taken as common gender.

L_1 refers to the native language.

L_2 or second language refers to the non-native target language.

w.p.m. = words per minute.

The authors acknowledge their debt to the FSI Scale in the initial development stages of the ASLPR.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:0 ZERO PROFICIENCY Unable to function in the spoken language. Oral production is limited to, at most, occasional isolated words. Essentially no communicative ability.		
L:0 ZERO PROFICIENCY Unable to comprehend the spoken language. Essentially no comprehension of even the most simplified and slowed speech.		
W:0 ZERO PROFICIENCY Unable to function in the written language. Essentially unable to communicate in writing even though, if the L1 uses the same alphabet as the L2, may be able to form the letters and copy word shapes.		Learners at this level could include persons unable to read or write in any language, persons able to read or write in a language (other than the L2) which does not use the Roman alphabet, or persons able to read or write in a language (other than the L2) which uses a Roman alphabet.
R:0 ZERO PROFICIENCY Unable to comprehend the written language. Essentially no comprehension of even isolated words or simple phrases.		

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:0+ INITIAL PROFICIENCY		
Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Expression is often excessively marked by culturally inappropriate non-verbal features and sympathetic noises. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty even by persons such as officials or teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.	Can give own name, age, address, phone number, number of people in the family, nationality, ethnic group or country of origin of the family, and name of first language. Can use some basic greetings; can say oui, non, pardon, excusez-moi, s'il vous plaît. Can spell out own name and those of family. Can make simple purchases where pointing or other gesture can support the verbal reference.	Areas of need may be those the learner experiences daily or that are regularly encountered through the objectives and teaching situations in the course followed. Interference from socio-cultural factors is particularly marked at this level and may inhibit language performance (e.g., if the L1 culture regards contradiction as impolite, yes-no questions may always be answered yes even though the correct answer is no and the no answer form has been mastered. Distortion of word endings may involve omission, addition or substitution of phonemes or allophones. The ability to differentiate between surname, given names etc. will depend on previous learning experiences and need not reflect upon language proficiency.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L:0+ INITIAL PROFICIENCY Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with non-native speakers. Can comprehend only slow, deliberate speech in face-to-face situations. May require much repetition, paraphrase and the support of exaggerated mime and gesture. Commonly responds to isolated words in utterances . Misunderstandings are frequent and even short utterances must frequently be repeated. Able to comprehend responses to own simple questions pertinent to survival needs where those responses do not deviate far from the expected response. Can comprehend only very simple requests for basic information where context makes the nature of the request predictable and the forms closely match the formulae learnt. Can comprehend the simplest sentence structures only when supported by the context or other redundant features. Comprehends few non-verbal features not found in own culture. While listening, tends to make excessive use of "sympathctic" features. (e.g., nod, yes, thank you, repetition of speaker's words).	Can comprehend memorized items in situations experienced in the learning environment. Can comprehend simple, predictable requests in predictable forms for personal and family information (name, date of birth, country of origin, language, telephone number, occupation). Less predictable questions are frequently interpreted as statements despite structure, intonation and context. Can comprehend basic time modifiers (e.g., aujourd'hui, demain, hier) and days of the week. Can comprehend basic directions such as Tournez à droite, à gauche, tout droit, en face. Can comprehend two-word numbers (e.g., trente-six) or three-digit numbers with numerals isolated (e.g., un six quatre); can comprehend high frequency sums of money provided that each unit (francs, centimes) does not exceed this complexity (e.g., dix francs trente-cinq). Can comprehend nod or shake of head, indication of direction, (pointing, beckoning), extension of hand.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
W:0+ INITIAL PROFICIENCY Able to write clearly a limited number of words or short formulae pertinent to the most predictable areas of everyday need. Can provide basic information of immediate relevance in isolated words or short formulae. Can write with reasonable phonetic accuracy short words that are in his oral vocabulary. Has sufficient memory for word shapes to write recognizably (if not with formal accuracy) short words pertinent to written needs.	Can copy names of everyday objects, names of shops and street signs. Can write own name, address, age, date of birth or arrival in the country, and those of family. Can write short, familiar, mainly one-syllable words when said aloud by self or others, not necessarily with correct spelling but with reasonable phonetic accuracy.	By writing is intended the ability to transfer sound into script. Whether acceptable cursive writing as well as print can be used at the lowest proficiency levels will vary according to the learner's background. Ability to read cursive writing will depend on similar factors but also on the writer's letter formation.
R:0+ INITIAL PROFICIENCY Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorized in response to immediate needs. Where the language has an alphabet, can recognize most printed letters; can comprehend commonly encountered names and other isolated words whose forms have been memorized and which are relevant to everyday needs; can read most of them aloud, but comprehensibility may suffer because of sketchy knowledge of sound-symbol correspondence and inaccurate articulation. Is generally unable to recode unfamiliar words into sound except where considerable transfer from L1 to L2 is possible.	Can identify the names of own family and place of living; can recognize names of common shops and familiar street signs (e.g.,. marchez pas sur la pelouse, serrez à droite, attention au feu). Can identify and read aloud the names of common everyday objects as learnt in response to survival needs, though not necessarily with correct pronunciation.	Reading involves, most fundamentally, obtaining meaning from script but related developments include sound-symbol correspondence and recoding word or sentence shapes into sound. At this level the beginnings of sound-symbol correspondence and visual memory for word shapes are emerging. The length of time needed to reach them will vary according to the learner's previous level of literacy, the scripts (if any) in which literacy exists, and the transferability of the sound-symbol relationships from the L1 to the L2.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:1- ELEMENTARY PROFICIENCY Able to satisfy immediate needs using learned utterances. The first signs of spontaneity and flexibility are emerging but there is no real autonomy of expression; there is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident. May make inappropriate use of sympathetic noises and gesture.	Can produce utterances in fragmentary grammar which may consist of, e.g., no more than noun, verb and modifier. Can give in fragmentary utterances and with much repetition such personal details as name, address, nationality, marital status, occupation, date and place of birth, date of arrival in country or other event. Cannot use French over the telephone except in the most limited contexts where the information given or request made is highly predictable (e.g., to book a room in a hotel, or asking to speak to a person by name). Can make simple purchases by stating what is wanted and asking the price but only where the context supports the verbal message. Can spell out name and address. Can indicate time by such phrases as la semaine prochaine, vendredi dernier, au mois de novembre, trois heures, vingt-trois heures quinze.	The extent of use of sympathetic noises and gesture is heavily influenced by cultural background and personality.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L:1- ELEMENTARY PROFICIENCY Able to comprehend readily only utterances which are thoroughly familiar or are predictable within the areas of immediate survival needs. In less familiar utterances, still tends to identify and respond to isolated words which will often cause misunderstanding and inappropriate responses. Still heavily dependent on face-to-face contact . Although able to recognize many basic patterns of structure and intonation, tentative grammatical knowledge will still cause many sentence meanings to be confused. Can comprehend only the commonest non-verbal features and has a developing awareness of some variants of them.	Can comprehend requests for personal details (name, age, address, etc.) and short statements about others. Frequently interprets questions as statements unless repeated and redundantly marked by sentence structure, est-ce que, qu'est-ce que, strong upward intonation, or context. Comprehends commands, requests and simple directions relating to how to get from X to Y only when supported by obvious non-verbal features. Cannot comprehend telephone, radio or television. Can comprehend three digit numbers if said deliberately (e.g., 2 3 6) and sums of money of equivalent difficulty (e.g., 159F.95). Comprehends basic time phrases such as 2.20, 3 heures, la semaine prochaine, au mois de novembre. Readily comprehends present, passe compose and immediate future tenses but only if supported by an appropriate modifier. Can comprehend minimal variants of basic non-verbal features such as assent, negation or indication of direction.	Ability to comprehend sums of money is strongly influenced by cultural, vocational, personality and situational factors.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
W:1- ELEMENTARY PROFICIENCY Able to write with reasonable accuracy short words and brief familiar utterances. Where the language has an alphabet, can form all letters; can write with reasonable phonetic and formal accuracy basic personal details and the names of everyday objects. Can write a short simple sentence or brief instruction relating to matters in areas of immediate need or with which he is very familiar.	Can write short familiar words with reasonable accuracy though may need to sound them out. Can write a phrase or short sentence (not necessarily accurately) to give basic details about self and family, to reply to a query, or to convey simple information (e.g., to identify a photograph of a familiar scene). Can copy short written sentences (e.g., giving directions how to go from X to Y).	
R:1- ELEMENTARY PROFICIENCY Able to read short simple sentences and short instructions. Can recognize and name most of the letters of the printed alphabet (both upper and lower case if found in the language). Can read short, original sentences of one clause on familiar topics. Fluency is restricted by syntactic knowledge, vocabulary, cultural knowledge and inability to handle longer sentences or the discourse structure of even short texts. Silent reading may be accompanied by oral recoding. Word recognition may depend heavily on sounding out the letters. Aware of the more frequent sound-symbol correspondences but errors will still frequently occur.	Can identify and read aloud common words (e.g., names of shops and everyday objects). Can read aloud with reasonable accuracy words containing familiar sound-symbol correspondences. Can comprehend short written directions (e.g., to go from X to Y or simple one-sentence instructions (e.g., arranging time and place to meet). Can understand commonest abbreviations in daily usage such as M., Mme., 12h. 35.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. Vocabulary inadequate to express anything but the most elementary needs; fractured sentence structure and other grammatical errors are frequent; strong interference from L1 occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers. Has not developed skills in a specialist register though, where such a register has been experienced, may have acquired some relevant items.	Despite hesitations, fractured syntax and many repetitions, can give personal information and maintain very simple conversations on topics that are familiar or of personal interest; can express likes and dislikes in areas of particular interest; can make an introduction and use basic greeting and leave-taking expressions; can ask and tell time of day, day and date; can make simple transactions in shops, post offices or banks; can verbalize inability to understand, ask for slower repetition of utterance, spelling of name or address. Depending on need and previous experience, can order a simple meal, ask for shelter or lodging, ask and give simple directions (e.g., tell someone how to get from X to Y); can use public transport (buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets).	Modifying devices or modifiers are those forms (e.g., verb forms, adjectives, adverbs, phrases, clauses, etc.) that are used to modify and qualify ideas and give precision to the expression of thought.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L:1 MINIMUM SURVIVAL PROFICIENCY Able to comprehend enough to meet basic survival needs. Can comprehend short utterances and some longer ones provided the content is familiar to him or they are in response to his own simple questions pertinent to personal details or survival needs in his everyday life. Only common social formulae or other short, simple, familiar utterances are readily understood; otherwise, requires frequent repetition, redundancy, or paraphrase and a slow deliberate rate of utterance. Lacks discourse mastery and generally unable to relate even a short series of utterances. Has very limited ability to cope with specialist registers though may comprehend some items pertinent to areas of activity which have been experienced.	Can comprehend simple directions relating to how to get from X to Y, by foot or public transport; can comprehend time of day, day and date, and appointments; can cope with only simple verbal number operations. Can respond to simple high-frequency instructions in familiar situations (e.g., school or work); comprehends less predictable utterances in familiar situations if said slowly and deliberately (e.g., 80-100 w.p.m.). Has great difficulty in using a telephone or comprehending radio or television. Rarely comprehends even the commonest elided forms of colloquial speech. Is, to only a limited extent, sensitive enough to suprasegmental, non-verbal and other paralinguistic features to discriminate "tone" of utterances (e.g., polite, rude, friendly, unfriendly, etc.).	Familiar situations could include those regularly encountered in work, school, leisure, etc.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
W:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy basic survival needs. Can write all letters of the alphabet and copy most sentences accurately. Can write personal details and a short series of sentences about things that are familiar (not necessaily with formal accuracy in lexis and syntax but comprehensibly). Longer utterances or longer series of utterances tend to lose coherence.	Can fill in uncomplicated forms with personal details (name, address, nationality, marital status). Can write simple sentences, including brief instructions (e.g., how to find way to a friend's place). Can copy from written script quite accurately the sorts of information indicated in R:1. Can copy down, when presented orally, name, address,appointment and simple directions. Can produce a short series of simple sentences on a familiar topic (e.g., personal details for a job application, short simple narration of an everyday occurrence, post card).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
R:1 MINIMUM SURVIVAL PROFICIENCY Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences. Can recognize and name all the letters in the printed version of the alphabet (both upper and lower case if found in the alphabet). Can read simple sentences with ease but may have difficulty with sentences of greater complexity. Can read and comprehend (but not necessarily fluently) very short, syntactically simple texts concerning his everyday life (cf.L:1), but has considerable difficulty in comprehending texts with more complex discourse structure.	Can read uncomplicated forms requiring basic personal details (name, address, nationality, marital status) but will require help in comprehending others. Can comprehend short, high frequency traffic signs, shop designations, bus and train destinations, basic timetables, and common French menus. From lists (e.g., street directory, index) can isolate the information required. Can use a directory to find a tradesman or shop. Can read a notice for a function and identify the nature, name, location, date and time of the event. Can read a short series of simple sentences narrating an everyday event. Can comprehend and act on a short series of simple instructions for using an everyday object (provided they do not contain unfamiliar specialist vocabulary).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:1+ SURVIVAL PROFICIENCY		
Able to satisfy all survival needs and limited social needs. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation; grammatical errors still frequently cause misunderstanding. Limited vocubulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While basic word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited by still tentative emergence of modification devices. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Simple discourse markers are used relating to closely contiguous parts of the text but extended discourse is largely a series of discrete utterances. Articulation is reasonable comprehensible to native speakers, can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech may be laboured. Stress and intonation patterns are not native-like and may interfere with communication. Still has to repeat utterances frequently to be understood by the general public. Has very limited register flexibility though, where a specialist register has been experienced, may have acquired some features of it.	Can cope with less routine situations in shops, post office, bank, (e.g., asking for a larger size, returning an unsatisfactory purchase), and on public transport, (e.g., asking passenger where to get off for unfamiliar des-tination). Can explain some personal symptoms to a doctor but with limited precision. Can modify utterances to express uncertainty or the hypothetical by single word or other simple devices (e.g. Je crois. Il me semble) and has tentative use of si (conditional). Can use simple discourse markers such as donc, ainsi, mais, alors, puis, parce que. Often makes inappropriate use of honorifics, e.g., title without surname. In work situation or school can communicate most routine needs not requiring special register (e.g., out of expendable commodity) and basic details of unpredictable occurrences, e.g., an accident. Can ask the meaning of an unfamiliar word, or ask for the French word for a demonstrable item. Can generally use je, moi, vous, nous, mon, votre but other personal pronouns and possessive adjectives are often hesitant or wrong.	From this level on, the learner has a significant language repertoire permitting comprehension of texts containing an increasing number of unfamiliar language items or cultural references. The learner now has a sufficient language base to benefit greatly in language learning from out-of-class experience and to permit exploration of the language by enquiry from native speakers. The thrust of development through this level is towards more spontaneity and creativity, increased flexibility but still in essentially survival-type situations with a start to more general social interaction. Ability to comprehend still depends greatly on the native speaker's modifying the language produced. Immediate memory is less restricted, operations less laboured, and some textual facility is starting to emerge.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can understand in all situations relevant to his survival needs. Less dependent on contextual support but comprehension is still significantly assisted by face-to-face contact, careful articulation and slow rate of utterance. Provided the topic discussed is familiar, can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning. While global comprehension of utterances may be generally secure, deficiencies in the listening skill will often lead the learner to miss more specific information; misinterpretations are frequent and, in less familiar situations, may require repetition, paraphrase or explanation. More sensitive to morphology, recognizes changes of tense, and generally comprehends regular forms without having to rely on contextual support. Has much difficulty comprehending extended lines of argument and comprehends only the simplest discourse markers. Has little ability in specialist registers but can follow routine communications in the work place and some unpredictable utterances provided they involve mainly the non-specialist register or are supported by the context. Can generally distinguish statements, questions and commands by intonation, etc., but has limited ability to deduce other than surface meaning. Comprehension still suffers from limited familiarity with the target culture.	Recognizes simple relationships between short combinations of clauses and sentences (e.g., marked by et, mais, si, parce que) but fails to comprehend more complex relationships or more complex discourse marked over a longer text. Can cope with utterances that are carefully articulated and said slowly (e.g. 100 to 120 w.p.m.). Comprehends only isolated words or phrases in most conversations between native speakers and will also fail to comprehend subsumed knowledge. Has no facility in comprehending speakers of dialects other than that most frequently experienced. Comprehends most common, standard contracted forms but has considerable difficulty with colloquial "run-on" forms (such as, y a, n'pas). Comprehends very little of a radio broadcast and has great difficulty using the telephone. Can comprehend only broad train of events of a T.V. drama, little of less visually supported telecasts though has fair comprehension of frequently repeated commercials said slowly in the standard dialect without significant cultural assumptions. If heavily marked, understands the implied annoyance, sarcasm, etc. in such utterances as "Tu n'as pas encore fini?" or "Bien fait!" Can act on a simple series of commands such as "Trouve un chiffon et essuye le tableau" and negative commands such as "Ne touchez pas!"	Cultural interference may create unease in use of second person pronouns and persons' names for learners of some backgrounds. Some pronunciation problems will persist well beyond this stage. The ability to acquire flexibility in social register varies greatly according to the background, sensitivity and personality of the individual. The emergence of modifying devices and discourse markers gives the learner the means to express (however tentatively at 1+) individual meanings (e.g., personal perceptions and attitudes) as well as universal meanings. "Work" situations should be considered to include school for students.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
W:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can write a sufficiently wide range of informal language to satisfy survival needs though errors in syntax, spelling and style may frequently interfere with comprehension. Can write most words and sentences that can be produced orally but longer utterances and texts may lack coherence through a failure to maintain sentence structure, to structure the thought sequence acceptably, or to use discourse markers appropriately. Has the ability to use a bilingual dictionary to check spelling. Aware of but not confident with the formal devices used in writing letters and has limited ability to vary them to match different recipients.	Can write a simple covering letter (e.g., to accompany a cheque or bank draft). Can convey a simple message by telegram (e.g., accepting job offered) though the conventions and form may often be inappropriate. Can write a note to explain an absence from school or requesting leave. Can take down a simple message in note form.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
R:1+ SURVIVAL PROFICIENCY Able to read short texts on subjects related to his immediate needs. Ready comprehension is conditional on the meaning's being clearly spelt out. Can follow a simple compound or complex sentence, but has little ability to handle many discourse markers commonly used in the written registers. With some use of a bilingual dictionary, can read for pleasure simplified versions of standard texts. Word attack is now sufficiently developed for the learner to be able to recognize most words in oral vocabulary though silent letters, non-phonetic forms or other irregularities may still cause confusion. Where texts are in cursive writing, copes only if the writing is neat and the style familiar.	Can understand a simple circular on a familiar topic (e.g., note from school on a regular coming event) but where the topic is less familiar some prior explanation is needed. Using a bilingual dictionary can read a popular novel or short story simplified for L2 learners. Can comprehend texts in which discourse is marked by such simple features as those indicated in S:1+. Can follow the instructions on a public telephone provided such words such as la tonalite and le combine are familiar. Can discriminate between widely differing letters such as an apparently personalized sales promotion and correspondence requiring action (e.g., overdue account or alteration to delivery routine) even if neither is fully understood. Can understand straightforward classified advertisements in which the information is directly stated, which do not use unfamiliar registers, contain a high degree of abbreviation, or depend signigicantly on the learner's ability to supply implied meaning (e.g., as in innuendo).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information. Has restricted register flexibility though, where a specialist register has been experienced, will have acquired some features of it. Has limited ability to vary the "tone" of utterances. Can handle limited work requirements but will need help in handling any complications or difficulties. Hesitations are still frequent as the learner searches for vocabulary or grammar but has a speaking vocabulary sufficient to express himself simply with circumlocutions on most topics pertinent to his everyday life; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar especially in longer constructions. Accent, though often quite faulty, is intelligible; undue exertion on the part of a native speaking listener is not often necessary though some repetition in order to be understood may occur. Overall rate of utterance remains less than the native speaker's as a result of hesitations. Cohesion and discourse in short utterances or texts are secure but inconsistencies occur in longer ones.	Can give detailed information about own family, living conditions, educational background; can describe and converse on everyday things in his environment (e.g., his suburb, the weather); can describe present or recent activity; can communicate on the spot with fellow students or teachers (e.g., ask questions about a task, make complaint about working conditions, excuse absence, etc.); can give simple messages over the telehpone; can give directions and instructions for simple tasks in his everyday life (e.g., to tradesmen or tour operator). Has tentative use of polite request forms, e.g., involving pourriez-vous. May sometimes offend by unintended blandness or aggressiveness or irritate by over-deference where native speakers expect informality.	At this level, the learner's ability is sufficient to enable him to establish normal social relationships with native speakers.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L: 2 MINIMUM SOCIAL PROFICIENCY Able to understand in routine social situations and limited work situations. Can get the gist of most conversations in everyday social situations though may sometimes misinterpret or need utterances to be repeated or reworded. Less dependent on face-to-face contact, and the presence of other participants in the conversation does not normally cause comprehension problems. Has limited ability to comprehend if there is extensive use of specialist registers though, in own field, can, with paraphrase or explanation, comprehend routine conversations. Has some ability to see beyond surface meaning to comprehend less subtle or esoteric cultural implications. Can cope with the lower range of normal native speaker utterance rates but is soon lost with faster rates and has difficulty in understanding conversations between native speakers. Has some difficulty following extended lines of argument or complex discourse patterns.	Can readily understand the sort of information indicated in S-2 when given face-to-face; can take simple telephone messages in response to own questions or on familiar or expected topics; can cope with native speaker conversations at lower rates of utterance (e.g., 120-150 w.p.m.). Can comprehend and act on sequential instructions at work (e.g., attendez la tonalite, puis composez le numéro d'appel de votre correspondant); does not fully comprehend televsion or radio broadcasts but can get the gist of news bulletins or other programs on familiar topics delivered at lower rates of utterance. Can, in most situations, broadly discriminate the "tone" of utterances (e.g., irony).	
W:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle (with moderate confidence and sufficient accuracy that comprehension by a native speaker is not impeded) those writen forms needed in his everyday life at home, in daily commerce, and in simple work situations not requiring specialist skills.	Can write a personal letter on simple everyday topics or a simple report on an everyday event. Can write to order goods, book a room, or to carry out other uncomplicated and routine tasks. Can fill out most forms regularly encountered in everyday life in France (e.g., telegram, travel documents).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
R: 2 MINIMUM SOCIAL PROFICIENCY Able to read simple prose, in a form equivalent to typescript or printing , on subjects within a familiar context. With extensive use of a bilingual dictionary can get the sense of those written forms frequently met in his everyday life. Can read for pleasure simply structured prose and literary and other texts which do not assume significant cultural knowledge, ability to handle complex discourse structure, or a specialist register. Can read neat cursive writing if the style is familiar.	Using a bilingual dictionary, can get the sense of personal letters on everyday topics, simple stylized forms such as invitations and replies, routine, uncomplicated business letters, news items from the daily press (but longer reports and commentaries only with considerable difficulty), and simple articles in technical fields relevant to work experience. Can follow most clearly presented sequential instructions (e.g., accompanying a household appliance) when they are written in a non-specialist register, when there is plenty of time and a bilingual dictionary is available. Can read fluently for pleasure modern novels simplified for the non-native reader.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:3 MINIMUM VOCATIONAL PROFICIENCY Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics. Can discuss own particular interests and special fields of competence with reasonable ease though some circumlocutions; vocabulary is broad enough that the learner rarely has to grope for a word and can readily overcome gaps with circumlocutions; accent may be obviously foreign; control of grammar good; able to convey meaning precisely in reasonably complex sentences or by using, with reasonable accuracy, a wide range of modification devices; fluency is rarely disrupted by hesitations; errors rarely interfere with understanding or disturb the native speaker; able to modify language to meet the differing register requirements of situations which are familiar in the learner's personal and vocational life but can make secure use of only high frequency colloquialisms.	Can handle with confidence most social situations and those work situations relevant to own needs and experience. Can enter, exit from and participate in conversation with or between native speakers; can speak to educated native speakers or to those at own socio-economic level on general or relevant vocational topics without unintentionally amusing or irritating them; can present and debate own or others' ideas and attitudes about familiar topics or topics which are relevant to own or target culture; can cope with everyday difficult linguistic situations (e.g., hot water not functioning in the hotel room, broken plumbing, a personal misunderstanding, undeserved traffic ticket, etc.).	The key factor now emerging is register flexibility (as well as continued development in fluency and accuracy). Fluency refers to the ability to mobilize language exponents in connected expression.
L:3 MINIMUM VOCATIONAL PROFICIENCY Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to own interests and experience. Can get the gist of most conversations between native speakers though may miss some details, especially where there is significant subsumed knowledge. Comprehension rarely affected by complex discourse patterns. Can generally understand at normal rates of utterance even if occasional words are unfamiliar, and rarely has to ask for an utterance to be repeated or paraphrased, except where speech is heavily loaded with colloquial features.	Can take information confidently by telephone; can comprehend a discourse or discussion on a non-technical subject and can, if necessary, take notes or summarize it; has reasonable comprehension of radio and television news readers (180 w.p.m.) though more rapid speakers may cause comprehension to suffer. Can comprehend most sums of money and most numerals though longer items may have to be repeated.	It should be noted that colloquial speech may entail changes in every aspect of language, including vocabulary, syntax, semantics, phonology, rate of utterance and paralinguistics.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
W: 3 MINIMUM VOCATIONAL PROFICIENCY Able to write with sufficient accuracy in structures and spelling to meet all social needs and basic work needs. Can write with reasonable ease and accuracy on matters relevant to own interests, rarely lacks a word and is then able to circumvent it. Can use complex sentences accurately and can vary the style between personal and vocational contexts and use the functions appropriate to them.	Can write in all those forms used in daily life (personal letters, notes, telegrams, invitations, etc.) without errors intruding on a native speaker's comprehension and acceptance. Can use those basic registers needed in the work situation and other routine business letters of his everyday life. Can generally use even complex sentence structures accurately. Discourse structure beyond the sentence level may still sometimes seem non-native. Can vary style over broad parameters (e.g., between personal and vocational contexts) though may lack some subtlety in differentiating between some contexts.	Principal changes from here to R-5, W-5 lie in breadth of vocabulary, accuracy of syntax, and flexibility of or sensitivity to style.
R:3 MINIMUM VOCATIONAL PROFICIENCY Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field, and other everyday materials (e.g., best-selling novels and similar recreational literature). Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms. Can read cursive writing though non-standard or ill-formed scripts may still cause difficulty.	Can read standard newspaper items and routine personal and business corespondence in own field of interest and readily grasp their essential meaning. Can read such items and paraphrase or summarize their key points. Has some sensitivity to variations in style and register and to nuances in meaning but will frequently fail to perceive those that are more subtle or more culturally dependent. Is able to read extended texts (e.g., novels) with sufficient comprehension without reference to a dictionary to ensure pleasure even though some words will be unknown.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:4 VOCATIONAL PROFICIENCY Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Can participate in any conversation within the range of own experience with a high degree of fluency and precision of vocabulary; while the learner has mastered commonly occurring colloquial and idiomatic forms, some misuse of other items may occur; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; while a "foreign accent" may continue (especially in intonation and stress patterns), pronunciation does not impede comprehension by a native speaker; errors of grammar are quite rare and unsystematic and can usually be corrected in retrospect; always easily understood by a native speaker. Has considerable sensitivity to register requirements and readily modifies the language appropriately.	Can convey exact meaning in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can modify speech deliberately according to the situation and its register requirements; can handle informal interpreting from first language.	Cultural understanding now plays a significant part in promoting language use. Grammatical development is now more or less complete though "slips" or errors of performance may still occur. The learner can, however, usually correct such errors if he becomes conscious of them.
L:4 VOCATIONAL PROFICIENCY Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to own experience. Can readily understand all speech of that variety of the language normally encountered in own personal, social, academic or vocational life and is rarely troubled by speech in less familiar contexts; can comprehend even fast rates of utterance in the target variety; can comprehend the generally recognized varieties of the target language and other similar varieties; only occasionally baffled by colloquialisms and regionalisms.	Can comprehend accurately in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can comprehend even fast utterance rates of 180 to 200 or more w.p.m. in the target variety; can appreciate and respond to register variations. Can comprehend most radio and television documentaries , and accurately identify the speaker's mood, tone, etc.; can comprehend numerals as readily as does a native speaker. Can comprehend the standard variety (or that learned) and other varieties similar to it but has increasing difficulty with more distant varieties. Can handle informal interpreting into first language.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
W:4 VOCATIONAL PROFICIENCY Able to write fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Errors in grammar or vocabulary are very rare, rarely needs to consult a dictionary to express himself and is able to consider and select from amongst a wide choice of words and structures to make meaning more precise. Has considerable sensitivity to register requirements and can modify his language appropriately.	Can convey meanings precisely and accurately unrestricted by lexical, morphological, syntactic or spelling deficiencies. Can readily use all those written forms normally encountered and can modify them according to specific register requirements. Can structure longer texts appropriately making full use of the available devices of discourse and cohesion. Can handle in-formal translation from first language.	
R:4 VOCATIONAL PROFICIENCY Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in own special field including official and professional documents and correspondence. Reading speed will approximate that of comparably educated native speakers. Cursive writing poses no greater difficulty than for a native speaker.	Can comprehend most literary forms though more difficult works (e.g., heavily culture-dependent or in a form remote from "normal" discourse) may cause some problems. Can handle informal translation into first language.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:5 NATIVE-LIKE PROFICIENCY Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has complete fluency, accuracy and range in the language such that the learner's speech on all levels is fully accepted by such native speakers in all its features (including rate of utterance, suprasegmental and paralinguistic features, and breadth and accuracy of grammar, vocabulary, idiom, colloquialisms, and cultural references) even though some phonological features may exhibit minor non-native characteristics that never intrude nor inhibit comprehensibility. Able to operate as effectively as a native speaker of the same socio-cultural variety in all those registers encountered in his personal, social, academic or vocational life.	Can handle all tasks normally encountered and has native-like flexibility in new ones; can handle humour and innuendo as effectively as a native speaker of the same sociocultural variety. Very occasional non-native syllable stress, intonation pattern, allophone or phoneme substitution.	At this point all language-related cultural barriers are removed and, to all intents and purposes, the learner acts, and is accepted by others, as a native speaker. The distinction between the terms variety and register should be recalled. Any register limitations are of the same linguistic order and cause as for a native speaker of the same socio-cultural variety. It should be remembered that the ASLPR measures general proficiency. Register flexibility is as firmly established at this level as for a native speaker. Learners who have not experienced a certain specialist register in their L2 may not have facility in it even though that register (e.g., of an academic or sporting interest) may be fully developed in their L1. With exposure to the register, however, they will master it as readily as would comparable native speakers or, perhaps, more readily if they already have the relevant underlying concepts.
L:5 NATIVE-LIKE PROFICIENCY Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has the same degree of comprehension of the spoken language of native or non-native speakers in all its features (including idiom, colloquialisms, subtlety of meaning, and cultural references whether spoken face-to-face, by telephone or on the media) as has a native speaker of his socio-cultural variety. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of his socio-cultural variety. Is similarly sensitive to the implications of the variety and register used.	Can perform as effectively as a native speaker in all listening activities encountered and has a native speaker's flexibility in new ones. Perceives and responds to style, humour and innuendo as effectively as a native speaker of the same sociocultural variety. Can generally recognize the likely educational level and origin of a speaker.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
W:5 NATIVE-LIKE PROFICIENCY Written proficiency equivalent to that of a native speaker of the same socio-cultural variety. The learner's written language in all its forms is fully accepted by such native speakers in all its features including formal accuracy, structural variation, word choice, idiom, colloqualisms, register appropriateness, discourse structure (including thought sequence and coherence), subtlety of meaning and cultural references. Deviations from educated native speaker forms, special register features, or stylistic conventions will only be those recognizable as native speaker variants.	Can perform as effectively as a native speaker in all writing tasks normally encountered and has native-like flexibility in mastering new ones.	
R:5 NATIVE-LIKE PROFICIENCY Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety. Can comprehend all forms of the written language (including abstract, structurally complex, or highly colloquial literary and non-literary writings) as effectively as such a native speaker. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of the same socio-cultural variety. Is similarly sensitive to the implications of the variety and register used. Can appreciate humour and subtle or culture-dependent nuances of meaning or style. Has no more difficulty than a native speaker in reading handwriting and alternative scripts.	Can comprehend with as much ease as an educated native speaker all forms of the written language normally encountered. Can identify the likely educational level of the writer. Can understand common references from the Judaeo-Christian literary tradition and sport. Comprehends a text in old French script as readily as a native speaker.	

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

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ABBREVIATIONS

S = Speaking
L = Listening
W = Writing
R = Reading

He is to be taken as common gender.

L_1 refers to the native language.

L_2 or second language refers to the non-native target language.

w.p.m. = words per minute.

The authors acknowledge their debt to the FSI Scale in the initial development stages of the ASLPR.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:0 ZERO PROFICIENCY Unable to function in the spoken language. Oral production is limited to, at most, occasional isolated words. Essentially no communicative ability.		
L:0 ZERO PROFICIENCY Unable to comprehend the spoken language. Essentially no comprehension of even the most simplified and slowed speech.		
W:0 ZERO PROFICIENCY Unable to function in the written language. Essentially unable to communicate in writing even though, if the L1 uses the same alphabet as the L2, may be able to form the letters and copy word shapes.		Learners at this level could include persons unable to read or write in any language, persons able to read or write in a language (other than the L2) which does not use the Roman alphabet, or persons able to read or write in a language (other than the L2) which uses a Roman alphabet.
R:0 ZERO PROFICIENCY Unable to comprehend the written language. Essentially no comprehension of even isolated words or simple phrases.		

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
S:0+ INITIAL PROFICIENCY Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Expression is often excessively marked by culturally inappropriate non-verbal features and sympathetic noises. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty even by persons such as officials or teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.	Can give own name, age, address, phone number, number of children, nationality, ethnic group or country of origin of the family, and name of first language. Can use some basic greetings; can say yes, no, pardon, excuse me, please, thank you, sorry. Can spell out own name and those of family. Can make simple purchases where pointing or other gesture can support the verbal reference.	Areas of need may be those the learner experiences daily or that are regularly encountered through the objectives and teaching situations in the course followed. Interference from socio-cultural factors is particularly marked at this level and may inhibit language performance (e.g., if the L1 culture regards contradiction as impolite, yes-no questions may always be answered yes even though the correct answer is no and the no answer form has been mastered. Distortion of word endings may involve omission, addition or substitution of phonemes or allophones. The ability to differentiate between surname, given names etc. will depend on previous learning experiences and need not reflect upon language proficiency.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
L:0+ INITIAL PROFICIENCY Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with non-native speakers. Can comprehend only slow, deliberate speech in face-to-face situations. May require much repetition, paraphrase and the support of exaggerated mime and gesture. Commonly responds to isolated words in utterances . Misunderstandings are frequent and even short utterances must frequently be repeated. Able to comprehend responses to own simple questions pertinent to survival needs where those responses do not deviate far from the expected response. Can comprehend only very simple requests for basic information where context makes the nature of the request predictable and the forms closely match the formulae learnt. Can comprehend the simplest sentence structures only when supported by the context or other redundant features. Comprehends few non-verbal features not found in own culture. While listening, tends to make excessive use of "sympathetic" features. (e.g., nod, yes, thank you, repetition of speaker's words).	Can comprehend memorized items in situations experienced in the learning environment. Can comprehend simple, predictable requests in predictable forms for personal and family information (name, date of birth, country of origin, language, telephone number, occupation). Less predictable questions are frequently interpreted as statements despite structure, intonation and context. Can comprehend basic time modifiers (e.g., today, tomorrow) and days of the week. Can comprehend basic directions such as Turn Left or Turn Right. Can comprehend two-word numbers (e.g., thirty-six) or three-digit numbers with numerals isolated (e.g., one six four); can comprehend high frequency sums of money provided that each unit (dollars, cents) does not exceed this complexity (e.g., ten dollars thirty-five) Can comprehend nod or shake of head, indication of direction, (pointing, beckoning), extension of hand.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:0+ INITIAL PROFICIENCY Able to write clearly a limited number of words or short formulae pertinent to the most predictable areas of everyday need. Can provide basic information of immediate relevance in isolated words or short formulae. Can write with reasonable phonetic accuracy short words that are in his oral vocabulary. Has sufficient memory for word shapes to write recognizably (if not with formal accuracy) short words pertinent to written needs.	Can copy names of everyday objects, names of shops and street signs. Can write own name, address, age, date of birth or arrival in the country, and those of family. Can write short, familiar, mainly one-syllable words when said aloud by self or others, not necessarily with correct spelling but with reasonable phonetic accuracy.	By writing is intended the ability to transfer sound into script. Whether acceptable cursive writing as well as print can be used at the lowest proficiency levels will vary according to the learner's background. Ability to read cursive writing will depend on similar factors but also on the writer's letter formation.
R:0+ INITIAL PROFICIENCY Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorized in response to immediate needs. Where the language has an alphabet, can recognize most printed letters; can comprehend commonly encountered names and other isolated words whose forms have been memorized and which are relevant to everyday needs; can read most of them aloud, but comprehensibility may suffer because of sketchy knowledge of sound-symbol correspondence and inaccurate articulation. Is generally unable to recode unfamiliar words into sound except where considerable transfer from L1 to L2 is possible.	Can identify the names of own family and place of living; can recognize names of common shops and familiar street signs (e.g., Keep Left, Keep Right, Walk, Don't Walk). Can identify and read aloud the names of common everyday objects as learnt in response to survival needs, though not necessarily with correct pronunciation.	Reading involves, most fundamentally, obtaining meaning from script but related developments include sound-symbol correspondence and recoding word or sentence shapes into sound. At this level the beginnings of sound-symbol correspondence and visual memory for word shapes are emerging. The length of time needed to reach them will vary according to the learner's previous level of literacy, the scripts (if any) in which literacy exists, and the transferability of the sound-symbol relationships from the L1 to the L2.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
S:1- ELEMENTARY PROFICIENCY Able to satisfy immediate needs using learned utterances. The first signs of spontaneity and flexibility are emerging but there is no real autonomy of expression; there is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident. May make inappropriate use of sympathetic noises and gesture.	Can produce utterances in fragmentary grammar which may consist of, e.g., no more than noun, verb and modifier. Can give in fragmentary utterances and with much repetition such personal details as name, address, nationality, marital status, occupation, date and place of birth, date of arrival in country or other event. Cannot use English over the telephone except in the most limited contexts where the information given or request made is highly predictable (e.g., to request an interpreter from the Telephone Interpreter Service). Can make simple purchases by stating what is wanted and asking the price but only where the context supports the verbal message. Can buy tickets on public transport using utterances such as "Two returns Central, please". Can indicate time by such phrases as, next week, last Friday, in November, three o'clock, two-twenty. Can spell out name and address.	The extent of use of sympathetic noises and gesture is heavily influenced by cultural background and personality.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
L:1- ELEMENTARY PROFICIENCY Able to comprehend readily only utterances which are thoroughly familiar or are predictable within the areas of immediate survival needs. In less familiar utterances, still tends to identify and respond to isolated words which will often cause misunderstanding and inappropriate responses. Still heavily dependent on face-to-face contact . Although able to recognize many basic patterns of structure and intonation, tentative grammatical knowledge will still cause many sentence meanings to be confused. Can comprehend only the commonest non-verbal features and has a developing awareness of some variants of them.	Can comprehend requests for personal details (name, age, address, etc.) and short statements about others. Frequently interprets questions as statements unless repeated and redundantly marked by sentence structure, Wh-word, strong intonation, or context. Comprehends commands, requests and simple directions relating to how to get from X to Y only when supported by obvious non-verbal features. Cannot comprehend telephone, radio or television. Can comprehend three digit numbers if said deliberately (e.g., 2 3 6) and sums of money of equivalent difficulty (e.g., $159.95). Comprehends basic time phrases such as 2.20, 3 o'clock, next week, in November. Readily comprehends simple past, present and future tenses only if supported by an appropriate modifier. Can comprehend minimal variants of basic non-verbal features such as assent. negation or indication of direction.	Ability to comprehend sums of money is strongly influenced by cultural, vocational, personality and situational factors.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:1- ELEMENTARY PROFICIENCY Able to write with reasonable accuracy short words and brief familiar utterances. Where the language has an alphabet, can form all letters; can write with reasonable phonetic and formal accuracy basic personal details and the names of everyday objects. Can write a short simple sentence or brief instruction relating to matters in areas of immediate need or with which he is very familiar.	Can write short familiar words with reasonable accuracy though may need to sound them out. Can write a phrase or short sentence (not necessarily accurately) to give basic details about self and family, to reply to a query, or to convey simple information (e.g., to identify a photograph of a familiar scene). Can copy short written sentences (e.g., giving directions how to go from X to Y).	
R:1- ELEMENTARY PROFICIENCY Able to read short simple sentences and short instructions. Can recognize and name most of the letters of the printed alphabet (both upper and lower case if found in the language). Can read short, original sentences of one clause on familiar topics. Fluency is restricted by syntactic knowledge, vocabulary, cultural knowledge and inability to handle longer sentences or the discourse structure of even short texts. Silent reading may be accompanied by oral recoding. Word recognition may depend heavily on sounding out the letters. Aware of the more frequent sound-symbol correspondences but errors will still frequently occur.	Can identify and read aloud common words (e.g., names of shops and everyday objects). Can read aloud with reasonable accuracy words containing familiar sound-symbol correspondences, though stress patterns may be faulty. Can comprehend short written directions (e.g., to go from X to Y) or simple one-sentence instructions (e.g., arranging time and place to meet). Can understand commonest abbreviations in daily usage such as Mr., Mrs., a.m., and p.m..	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
S:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. Vocabulary inadequate to express anything but the most elementary needs; fractured sentence structure and other grammatical errors are frequent; strong interference from L1 occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers. Has not developed skills in a specialist register though, where such a register has been experienced, may have acquired some relevant items.	Despite hesitations, fractured syntax and many repetitions, can give personal information and maintain very simple conversations on topics that are familiar or of personal interest; can express likes and dislikes in areas of particular interest; can make an introduction and use basic greeting and leave-taking expressions; can ask and tell time of day, day and date; can make simple transactions in shops, post offices or banks; can verbalize inability to understand, ask for slower repetition of utterance, spelling of name or address. Depending on need and previous experience, can order a simple meal, ask for shelter or lodging, ask and give simple directions (e.g., tell someone how to get from X to Y); can use public transport (buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets).	Modifying devices or modifiers are those forms (e.g., verb forms, adjectives, adverbs, phrases, clauses, etc.) that are used to modify and qualify ideas and give precision to the expression of thought.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
L:1 MINIMUM SURVIVAL PROFICIENCY Able to comprehend enough to meet basic survival needs. Can comprehend short utterances and some longer ones provided the content is familiar to him or they are in response to his own simple questions pertinent to personal details or survival needs in his everyday life. Only common social formulae or other short, simple, familiar utterances are readily understood; otherwise, requires frequent repetition, redundancy, or paraphrase and a slow deliberate rate of utterance. Lacks discourse mastery and generally unable to relate even a short series of utterances. Has very limited ability to cope with specialist registers though may comprehend some items pertinent to areas of activity which have been experienced.	Can comprehend simple directions relating to how to get from X to Y, by foot or public transport; can comprehend time of day, day and date, and appointments; can cope with only simple verbal number operations. Can respond to simple high-frequency instructions in familiar situations (e.g., school or work); comprehends less predictable utterances in familiar situations if said slowly and deliberately (e.g., 80-100 w.p.m.). Has great difficulty in using a telephone or comprehending radio or television. Comprehends only the most frequently occurring contracted forms (e.g., I'm, it's, don't, can't, won't, isn't). Is, to only a limited extent, sensitive enough to suprasegmental, non-verbal and other paralinguistic features to discriminate "tone" of utterances (e.g., polite, rude, friendly, unfriendly, etc.).	Familiar situations could include those regularly encountered in work, school, leisure, etc.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
W:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy basic survival needs. Can write all letters of the alphabet and copy most sentences accurately. Can write personal details and a short series of sentences about things that are familiar (not necessaily with formal accuracy in lexis and syntax but comprehensibly). Longer utterances or longer series of utterances tend to lose coherence.	Can fill in uncomplicated forms with personal details (name, address, nationality, marital status). Can write simple sentences, including brief instructions (e.g., to door-to-door vendors). Can copy from written script quite accurately the sorts of information indicated in R:1. Can copy down, when presented orally, name, address, appointment and simple directions. Can fill out bank deposit and withdrawal forms. Can produce a short series of simple sentences on a familiar topic (e.g., personal details for a job application, short simple narration of an everyday occurrence, post card).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
R:1 MINIMUM SURVIVAL PROFICIENCY Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences. Can recognize and name all the letters in the printed version of the alphabet (both upper and lower case if found in the alphabet). Can read simple sentences with ease but may have difficulty with sentences of greater complexity. Can read and comprehend (but not necessarily fluently) very short, syntactically simple texts concerning his everyday life (cf.L:1), but has considerable difficulty in comprehending texts with more complex discourse structure.	Can read uncomplicated forms requiring basic personal details (name, address, nationality, marital status) but will require help in comprehending others. Can comprehend short, high frequency traffic signs, shop designations, bus and train destinations, basic timetables, and common English-language menus. From lists (e.g., street directory, index) can isolate the information required. Can use the "Yellow Pages" to find a tradesman. Can read a notice for a function and identify the nature, name, location, date and time of the event. Can read a short series of simple sentences narrating an everyday event. Can comprehend and act on a short series of simple instructions for using an everyday object (provided they do not contain unfamiliar specialist vocabulary).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
S:1+ SURVIVAL PROFICIENCY		
Able to satisfy all survival needs and limited social needs. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation; grammatical errors still frequently cause misunderstanding. Limited vocubulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While basic word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited by still tentative emergence of modification devices. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Simple discourse markers are used relating to closely contiguous parts of the text but extended discourse is largely a series of discrete utterances. Articulation is reasonable comprehensible to native speakers, can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech may be laboured. Stress and intonation patterns are not native-like and may interfere with communication. Still has to repeat utterances frequently to be understood by the general public. Has very limited register flexibility though, where a specialist register has been experienced, may have acquired some features of it.	Can cope with less routine situations in shops, post office, bank, (e.g., asking for a larger size, returning an unsatisfactory purchase), and on public transport, (e.g., asking passenger where to get off for unfamiliar destination). Can explain some personal symptoms to a doctor but with limited precision. Can modify utterances to express uncertainty or the hypothetical by single word or other simple devices (e.g., possibly, I think) and has tentative use of if (conditional). Can use simple discourse markers such as so, but, then, because. Often makes inappropriate use of honorifics, e.g., title without surname. In work situation can communicate most routine needs not requiring special register (e.g., out of expendable commodity or a machine overheating) and basic details of unpredictable occurrences, e.g., an accident. Can ask the meaning of an unfamiliar word, or ask for the English word for a demonstrable item. Can generally use I, me, you, we, my, your, but other personal pronouns and possessive adjectives are often hesitant or wrong.	From this level on, the learner has a significant language repertoire permitting comprehension of texts containing an increasing number of unfamiliar language items or cultural references. The learner now has a sufficient language base to benefit greatly in language learning from out-of-class experience and to permit exploration of the language by enquiry from native speakers. The thrust of development through this level is towards more spontaneity and creativity, increased flexibility but still in essentially survival-type situations with a start to more general social interaction. Ability to comprehend still depends greatly on the native speaker's modifying the language produced. Immediate memory is less restricted, operations less laboured, and some textual facility is starting to emerge. Cultural interference may create unease in use of second person

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
L:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can understand in all situations relevant to his survival needs. Less dependent on contextual support but comprehension is still significantly assisted by face-to-face contact, careful articulation and slow rate of utterance. Provided the topic discussed is familiar, can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning. While global comprehension of utterances may be generally secure, deficiencies in the listening skill will often lead the learner to miss more specific information; misinterpretations are frequent and, in less familiar situations, may require repetition, paraphrase or explanation. More sensitive to morphology, recognizes changes of tense, and generally comprehends regular forms without having to rely on contextual support. Has much difficulty comprehending extended lines of argument and comprehends only the simplest discourse markers. Has little ability in specialist registers but can follow routine communications in the work place and some unpredictable utterances provided they involve mainly the non-specialist register or are supported by the context. Can generally distinguish statements, questions and commands by intonation, etc., but has limited ability to deduce other than surface meaning. Comprehension still suffers from limited familiarity with the target culture.	Recognizes simple relationships between short combinations of clauses and sentences (e.g., marked by and, but, if, because) but fails to comprehend more complex relationships or more complex discourse marked over a longer text. Can cope with utterances that are carefully articulated and said slowly (e.g. 100 to 120 w.p.m.). Comprehends only isolated words or phrases in most conversations between native speakers and will also fail to comprehend subsumed knowledge. Has no facility in comprehending speakers of dialects other than that most frequently experienced. Comprehends most common, standard contracted forms but has considerable difficulty with colloquial "run-on" forms (such as, wanna, gunna, wotcha). Comprehends very little of a radio broadcast and has great difficulty using the telephone. Can comprehend only broad train of events of a T.V. drama, little of less visually supported telecasts though has fair comprehension of frequently repeated commercials said slowly in the standard dialect without significant cultural assumptions. If heavily marked, understands the implied annoyance, sarcasm, etc. in such utterances as "Haven't you finished yet?" or "That's great!". Can act on a simple series of commands such as "Find a rag and clean the bench" and negative commands such as "Don't touch that button".	pronouns and persons' names for learners of some backgrounds. Some pronunciation problems will persist well beyond this stage. The ability to acquire flexibility in social register varies greatly according to the background, sensitivity and personality of the individual. The emergence of modifying devices and discourse markers gives the learner the means to express (however tentatively at 1+) individual meanings (e.g., personal perceptions and attitudes) as well as universal meanings. "Work" situations should be considered to include school for students.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can write a sufficiently wide range of informal language to satisfy survival needs though errors in syntax, spelling and style may frequently interfere with comprehension. Can write most words and sentences that can be produced orally but longer utterances and texts may lack coherence through a failure to maintain sentence structure, to structure the thought sequence acceptably, or to use discourse markers appropriately. Has the ability to use a bilingual dictionary to check spelling. Aware of but not confident with the formal devices used in writing letters and has limited ability to vary them to match different recipients.	Can write a simple covering letter (e.g., to accompany a cheque or a completed job application form). Can convey a simple message by telegram (e.g.,accepting job offered) though the conventions and form may often be inappropriate. Can write a note to school explaining a child's absence or requesting leave for the child. Can take down a simple message in note form.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
R:1+ SURVIVAL PROFICIENCY Able to read short texts on subjects related to his immediate needs. Ready comprehension is conditional on the meaning's being clearly spelt out. Can follow a simple compound or complex sentence, but has little ability to handle many discourse markers commonly used in the written registers. With some use of a bilingual dictionary, can read for pleasure simplified versions of standard texts. Word attack is now sufficiently developed for the learner to be able to recognize most words in oral vocabulary though silent letters, non-phonetic forms or other irregularities may still cause confusion. Where texts are in cursive writing, copes only if the writing is neat and the style familiar.	Can understand a simple circular sent home from school on a familiar topic, e.g., start of swimming season, or on an unfamiliar topic, e.g., an excursion, provided that some prior explanation has been given. Using a bilingual dictionary can read a popular novel or short story simplified for L2 learners. Can comprehend texts in which discourse is marked by such simple features as those indicated in S:1+. Can follow the instructions on a public telephone provided such words as dial tone and receiver are familiar. Can discriminate between widely differing letters such as an apparently personalized sales promotion and correspondence requiring action (e.g., overdue account or alteration to delivery routine) even if neither is fully understood. Can understand straightforward classified advertisements in which the information is directly stated, which do not use unfamiliar registers, contain a high degree of abbreviation, or depend significantly on the learner's ability to supply implied meaning (e.g., as in innuendo).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information. Has restricted register flexibility though, where a specialist register has been experienced, will have acquired some features of it. Has limited ability to vary the "tone" of utterances. Can handle limited work requirements but will need help in handling any complications or difficulties. Hesitations are still frequent as the learner searches for vocabulary or grammar but has a speaking vocabulary sufficient to express himself simply with circumlocutions on most topics pertinent to his everyday life; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar especially in longer constructions. Accent, though often quite faulty, is intelligible; undue exertion on the part of a native speaking listener is not often necessary though some repetition in order to be understood may occur. Overall rate of utterance remains less than the native speaker's as a result of hesitations. Cohesion and discourse in short utterances or texts are secure but inconsistencies occur in longer ones.	Can give detailed information about own family, living conditions, educational background; can describe and converse on everyday things in his environment (e.g., his suburb, the weather); can describe present or most recent job or activity; can communicate on the spot with fellow workers or immediate superior (e.g., ask questions about job, make complaints about work conditions, time off, etc.); can give simple messages over the telehpone; can give directions and instructions for simple tasks in his everyday life (e.g., to tradesmen). Has tentative use of polite request forms, e.g., involving could, would. May sometimes offend by unintended blandness or aggressiveness or irritate by over-deference where native speakers expect informality.	At this level, the learner's ability is sufficient to enable him to establish normal social relationships with native speakers.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
L: 2 MINIMUM SOCIAL PROFICIENCY Able to understand in routine social situations and limited work situations. Can get the gist of most conversations in everyday social situations though may sometimes misinterpret or need utterances to be repeated or reworded. Less dependent on face-to-face contact, and the presence of other participants in the conversation does not normally cause comprehension problems. Has limited ability to comprehend if there is extensive use of specialist registers though, in own field, can, with paraphrase or explanation, comprehend routine conversations. Has some ability to see beyond surface meaning to comprehend less subtle or esoteric cultural implications. Can cope with the lower range of normal native speaker utterance rates but is soon lost with faster rates and has difficulty in understanding conversations between native speakers. Has some difficulty following extended lines of argument or complex discourse patterns.	Can readily understand the sort of information indicated in S-2 when given face-to-face; can take simple telephone messages in response to own questions or on familiar or expected topics; can cope with native speaker conversations at lower rates of utterance (e.g., 120-150 w.p.m.). Can comprehend and act on sequential instructions at work (e.g., When the red light goes off, push the button); does not fully comprehend television or radio broadcasts but can get the gist of news bulletins or other programs on familiar topics delivered at lower rates of utterance. Can, in most situations, broadly discriminate the "tone" of utterances (e.g., irony).	
W:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle (with moderate confidence and sufficient accuracy that comprehension by a native speaker is not impeded) those writen forms needed in his everyday life at home, in daily commerce, and in simple work situations not requiring specialist skills.	Can write a personal letter on simple everyday topics or a simple report on an everyday event. Can write to order goods, book a room, or to carry out other uncomplicated and routine tasks. Can fill out most forms regularly encountered in everyday life (e.g., health insurance, unemployment registration, passport application, etc.).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
R: 2 MINIMUM SOCIAL PROFICIENCY Able to read simple prose, in a form equivalent to typescript or printing , on subjects within a familiar context. With extensive use of a bilingual dictionary can get the sense of those written forms frequently met in his everyday life. Can read for pleasure simply structured prose and literary and other texts which do not assume significant cultural knowledge, ability to handle complex discourse structure, or a specialist register. Can read neat cursive writing if the style is familiar.	Using a bilingual dictionary, can get the sense of personal letters on everyday topics, simple stylized forms such as invitations and replies, routine, uncomplicated business letters, news items from the daily press (but longer reports and commentaries only with considerable difficulty), and simple articles in technical fields relevant to work experience. Can follow most clearly presented sequential instructions (e.g., accompanying a household appliance) when they are written in a non-specialist register, when there is plenty of time and a bilingual dictionary is available. Can read fluently for pleasure modern novels simplified for the non-native reader.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
S:3 MINIMUM VOCATIONAL PROFICIENCY Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics. Can discuss own particular interests and special fields of competence with reasonable ease though some circumlocutions; vocabulary is broad enough that the learner rarely has to grope for a word and can readily overcome gaps with circumlocutions; accent may be obviously foreign; control of grammar good; able to convey meaning precisely in reasonably complex sentences or by using, with reasonable accuracy, a wide range of modification devices; fluency is rarely disrupted by hesitations; errors rarely interfere with understanding or disturb the native speaker; able to modify language to meet the differing register requirements of situations which are familiar in the learner's personal and vocational life but can make secure use of only high frequency colloquialisms.	Can handle with confidence most social situations and those work situations relevant to own needs and experience. Can enter, exit from and participate in conversation with or between native speakers; can speak to educated native speakers or to those at own socioeconomic level on general or relevant vocational topics without unintentionally amusing or irritating them; can present and debate own or others' ideas and attitudes about familiar topics or topics which are relevant to own or target culture; can cope with everyday difficult linguistic situations such as broken plumbing, a personal misunderstanding, undeserved traffic ticket, etc.	The key factor now emerging is register flexibility (as well as continued development in fluency and accuracy). Fluency refers to the ability to mobilize language exponents in connected expression.
L:3 MINIMUM VOCATIONAL PROFICIENCY Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to own interests and experience. Can get the gist of most conversations between native speakers though may miss some details, especially where there is significant subsumed knowledge. Comprehension rarely affected by complex discourse patterns. Can generally understand at normal rates of utterance even if occasional words are unfamiliar, and rarely has to ask for an utterance to be repeated or paraphrased, except where speech is heavily loaded with colloquial features.	Can take information confidently by telephone; can comprehend a discourse or discussion on a non-technical subject and can, if necessary, take notes or summarize it; has reasonable comprehension of radio and television news readers (180 w.p.m.) though more rapid speakers may cause comprehension to suffer. Can comprehend most sums of money and most numerals though longer items may have to be repeated.	It should be noted that colloquial speech may entail changes in every aspect of language, including vocabulary, syntax, semantics, phonology, rate of utterance and paralinguistics.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ESL)*	*COMMENT*
W: 3 MINIMUM VOCATIONAL PROFICIENCY Able to write with sufficient accuracy in structures and spelling to meet all social needs and basic work needs. Can write with reasonable ease and accuracy on matters relevant to own interests, rarely lacks a word and is then able to circumvent it. Can use complex sentences accurately and can vary the style between personal and vocational contexts and use the functions appropriate to them.	Can write in all those forms used in daily life (personal letters, notes, telegrams, invitations, etc.) without errors intruding on a native speaker's comprehension and acceptance. Can use those basic registers needed in the work situation and other routine business letters of his everyday life. Can generally use even complex sentence structures accurately. Discourse structure beyond the sentence level may still sometimes seem non-native. Can vary style over broad parameters (e.g., between personal and vocational contexts) though may lack some subtlety in differentiating between some contexts.	Principal changes from here to R-5, W-5 lie in breadth of vocabulary, accuracy of syntax, and flexibility of or sensitivity to style.
R:3 MINIMUM VOCATIONAL PROFICIENCY Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field, and other everyday materials (e.g., best-selling novels and similar recreational literature). Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms. Can read cursive writing though non-standard or ill-formed scripts may still cause difficulty.	Can read standard newspaper items and routine personal and business corespondence in own field of interest and readily grasp their essential meaning. Can read such items and paraphrase or summarize their key points. Has some sensitivity to variations in style and register and to nuances in meaning but will frequently fail to perceive those that are more subtle or more culturally dependent. Is able to read extended texts (e.g., novels) with sufficient comprehension without reference to a dictionary to ensure pleasure even though some words will be unknown.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:4 VOCATIONAL PROFICIENCY Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Can participate in any conversation within the range of own experience with a high degree of fluency and precision of vocabulary; while the learner has mastered commonly occurring colloquial and idiomatic forms, some misuse of other items may occur; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; while a "foreign accent" may continue (especially in intonation and stress patterns), pronunciation does not impede comprehension by a native speaker; errors of grammar are quite rare and unsystematic and can usually be corrected in retrospect; always easily understood by a native speaker. Has considerable sensitivity to register requirements and readily modifies the language appropriately.	Can convey exact meaning in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can modify speech deliberately according to the situation and its register requirements; can handle informal interpreting from first language.	Cultural understanding now plays a significant part in promoting language use. Grammatical development is now more or less complete though "slips" or errors of performance may still occur. The learner can, however, usually correct such errors if he becomes conscious of them.
L:4 VOCATIONAL PROFICIENCY Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to own experience. Can readily understand all speech of that variety of the language normally encountered in own personal, social, academic or vocational life and is rarely troubled by speech in less familiar contexts; can comprehend even fast rates of utterance in the target variety; can comprehend the generally recognized varieties of the target language and other similar varieties; only occasionally baffled by colloquialisms and regionalisms.	Can comprehend accurately in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can comprehend even fast utterance rates of 180 to 200 or more w.p.m. in the target variety; can appreciate and respond to register variations. Can comprehend most radio and television documentaries, and accurately identify the speaker's mood, tone, etc.; can comprehend numerals as readily as does a native speaker. If learning Australian English, can comprehend such varieties as Educated, General and Broad Australian, RP, Educated Indian and N.E. American but will have increasing difficulty with more distant varieties. Can handle informal interpreting into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
W:4 VOCATIONAL PROFICIENCY Able to write fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Errors in grammar or vocabulary are very rare, rarely needs to consult a dictionary to express himself and is able to consider and select from amongst a wide choice of words and structures to make meaning more precise. Has considerable sensitivity to register requirements and can modify his language appropriately.	Can convey meanings precisely and accurately unrestricted by lexical, morphological, syntactic or spelling deficiencies. Can readily use all those written forms normally encountered and can modify them according to specific register requirements. Can structure longer texts appropriately making full use of the available devices of discourse and cohesion. Can handle informal translation from first language.	
R:4 VOCATIONAL PROFICIENCY Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in own special field including official and professional documents and correspondence. Reading speed will approximate that of comparably educated native speakers. Cursive writing poses no greater difficulty than for a native speaker.	Can comprehend most literary forms though more difficult works (e.g., heavily culture-dependent or in a form remote from "normal" discourse) may cause some problems. Can handle informal translation into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
S:5 NATIVE-LIKE PROFICIENCY Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has complete fluency, accuracy and range in the language such that the learner's speech on all levels is fully accepted by such native speakers in all its features (including rate of utterance, suprasegmental and paralinguistic features, and breadth and accuracy of grammar, vocabulary, idiom, colloquialisms, and cultural references) even though some phonological features may exhibit minor non-native characteristics that never intrude nor inhibit comprehensibility. Able to operate as effectively as a native speaker of the same socio-cultural variety in all those registers encountered in his personal, social, academic or vocational life.	Can handle all tasks normally encountered and has native-like flexibility in new ones; can handle humour and innuendo as effectively as a native speaker of the same socio-cultural variety. Very occasional non-native syllable stress, intonation pattern, allophone or phoneme substitution.	At this point all language-related cultural barriers are removed and, to all intents and purposes, the learner acts, and is accepted by others, as a native speaker. The distinction between the terms variety and register should be recalled. Any register limitations are of the same linguistic order and cause as for a native speaker of the same socio-cultural variety. It should be remembered that the ASLPR measures general proficiency. Register flexibility is as firmly established at this level as for a native speaker. Learners who have not experienced a certain specialist register in their L2 may not have facility in it even though that register (e.g., of an academic or sporting interest) may be fully developed in their L1. With exposure to the register, however, they will master it as readily as would comparable native speakers or, perhaps, more readily if they already have the relevant underlying concepts.
L:5 NATIVE-LIKE PROFICIENCY Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has the same degree of comprehension of the spoken language of native or non-native speakers in all its features (including idiom, colloquialisms, subtlety of meaning, and cultural references whether spoken face-to-face, by telephone or on the media) as has a native speaker of his socio-cultural variety. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of his socio-cultural variety. Is similarly sensitive to the implications of the variety and register used.	Can perform as effectively as a native speaker in all listening activities encountered and has a native speaker's flexibility in new ones. Perceives and responds to style, humour and innuendo as effectively as a native speaker of the same socio-cultural variety. Can generally recognize the likely educational level and origin of a speaker.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)
W:5 NATIVE-LIKE PROFICIENCY Written proficiency equivalent to that of a native speaker of the same socio-cultural variety. The learner's written language in all its forms is fully accepted by such native speakers in all its features including formal accuracy, structural variation, word choice, idiom, colloqualisms, register appropriateness, discourse structure (including thought sequence and coherence), subtlety of meaning and cultural references. Deviations from educated native speaker forms, special register features, or stylistic conventions will only be those recognizable as native speaker variants.	Can perform as effectively as a native speaker in all writing tasks normally encountered and has native-like flexibility in mastering new ones.
R:5 NATIVE-LIKE PROFICIENCY Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety. Can comprehend all forms of the written language (including abstract, structurally complex, or highly colloquial literary and non-literary writings) as effectively as such a native speaker. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of the same socio-cultural variety. Is similarly sensitive to the implications of the variety and register used. Can appreciate humour and subtle or culture-dependent nuances of meaning or style. Has no more difficulty than a native speaker in reading handwriting and alternative scripts.	Can comprehend with as much ease as an educated native speaker all forms of the written language normally encountered. Can identify the likely educational level of the writer. Can understand common references from the Judaeo-Christian literary tradition and sport. Comprehends a text in Old English script as readily as a native speaker.

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

(Version for Italian as a Foreign Language)

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April, 1982.

ABBREVIATIONS

S = Speaking
L = Listening
W = Writing
R = Reading

He is to be taken as common gender.

L_1 refers to the native language.

L_2 or second language refers to the non-native target language.

w.p.m. = words per minute.

The authors acknowledge their debt to the FSI Scale in the initial development stages of the ASLPR.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
S:0 ZERO PROFICIENCY Unable to function in the spoken language. Oral production is limited to, at most, occasional isolated words. Essentially no communicative ability.		
L:0 ZERO PROFICIENCY Unable to comprehend the spoken language. Essentially no comprehension of even the most simplified and slowed speech.		
W:0 ZERO PROFICIENCY Unable to function in the written language. Essentially unable to communicate in writing even though, if the L1 uses the same alphabet as the L2, may be able to form the letters and copy word shapes.		Learners at this level could include persons unable to read or write in any language, persons able to read or write in a language (other than the L2) which does not use the Roman alphabet, or persons able to read or write in a language (other than the L2) which uses a Roman alphabet.
R:0 ZERO PROFICIENCY Unable to comprehend the written language. Essentially no comprehension of even isolated words or simple phrases.		

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
S:0+ INITIAL PROFICIENCY Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Expression is often excessively marked by culturally inappropriate non-verbal features and sympathetic noises. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty even by persons such as officials or teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.	Can give own name, age, address, phone number, number of people in the family, nationality, ethnic group or country of origin of the family, and name of first language. Can use some basic greetings; can say sì, no, scusi, per favore, grazie. Can spell out own name and those of family. Can make simple purchases where pointing or other gesture can support the verbal reference.	Areas of need may be those the learner experiences daily or that are regularly encountered through the objectives and teaching situations in the course followed. Interference from socio-cultural factors is particularly marked at this level and may inhibit language performance (e.g., if the L1 culture regards contradiction as impolite, yes-no questions may always be answered yes even though the correct answer is no and the no answer form has been mastered. Distortion of word endings may involve omission, addition or substitution of phonemes or allophones. The ability to differentiate between surname, given names etc. will depend on previous learning experiences and need not reflect upon language proficiency.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
L:0+ INITIAL PROFICIENCY Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with non-native speakers. Can comprehend only slow, deliberate speech in face-to-face situations. May require much repetition, paraphrase and the support of exaggerated mime and gesture. Commonly responds to isolated words in utterances . Misunderstandings are frequent and even short utterances must frequently be repeated. Able to comprehend responses to own simple questions pertinent to survival needs where those responses do not deviate far from the expected response. Can comprehend only very simple requests for basic information where context makes the nature of the request predictable and the forms closely match the formulae learnt. Can comprehend the simplest sentence structures only when supported by the context or other redundant features. Comprehends few non-verbal features not found in own culture. While listening, tends to make excessive use of "sympathetic" features. (e.g., nod, *yes*, *thank you*, repetition of speaker's words).	Can comprehend memorized items in situations exprienced in the learning environment. Can comprehend simple, predictable requests in predictable forms for personal and family information (name, date of birth, country of origin, language, telephone number, occupation). Less predictable questions are frequently interpreted as statements despite structure, intonation and context. Can comprehend basic time modifiers (e.g., *oggi*, *domani*) and days of the week. Can comprehend basic directions such as *a destra* or *a sinistra*. Can comprehend two-digit numbers (e.g., *trentasei*) or three-digit numbers with numerals isolated (e.g., *uno sei quattro,*); can comprehend high frequency sums of money provided that each unit (*dollari*, *centesimi* or *lire*) does not exceed this complexity (e.g., *dieci dollari trentacinque*; *duecentomila lire*). Can comprehend nod or shake of head, indication of direction, (pointing, beckoning), extension of hand.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
W:0+ INITIAL PROFICIENCY Able to write clearly a limited number of words or short formulae pertinent to the most predictable areas of everyday need. Can provide basic information of immediate relevance in isolated words or short formulae. Can write with reasonable phonetic accuracy short words that are in his oral vocabulary. Has sufficient memory for word shapes to write recognizably (if not with formal accuracy) short words pertinent to written needs.	Can copy names of everyday objects, names of shops and street signs. Can write own name, address, age, date of birth or arrival in the country, and those of family. Can write short, familiar, words when said aloud by self or others, not necessarily with correct spelling but with reasonable phonetic accuracy.	By writing is intended the ability to transfer sound into script. Whether acceptable cursive writing as well as print can be used at the lowest proficiency levels will vary according to the learner's background. Ability to read cursive writing will depend on similar factors but also on the writer's letter formation.
R:0+ INITIAL PROFICIENCY Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorized in response to immediate needs. Where the language has an alphabet, can recognize most printed letters; can comprehend commonly encountered names and other isolated words whose forms have been memorized and which are relevant to everyday needs; can read most of them aloud, but comprehensibility may suffer because of sketchy knowledge of sound-symbol correspondence and inaccurate articulation. Is generally unable to recode unfamiliar words into sound except where considerable transfer from L1 to L2 is possible.	Can identify the names of own family and place of living; can recognize names of common shops and familiar street signs (e.g., Tenere la destra, Tenere la sinistra, Alt, Avanti). Can identify and read aloud the names of common everyday objects as learnt in response to survival needs, though not necessarily with correct pronunciation.	Reading involves, most fundamentally, obtaining meaning from script but related developments include sound-symbol correspondence and recoding word or sentence shapes into sound. At this level the beginnings of sound-symbol correspondence and visual memory for word shapes are emerging. The length of time needed to reach them will vary according to the learner's previous level of literacy, the scripts (if any) in which literacy exists, and the transferability of the sound-symbol relationships from the L1 to the L2.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ITALIAN)*	*COMMENT*
S:1- ELEMENTARY PROFICIENCY Able to satisfy immediate needs using learned utterances. The first signs of spontaneity and flexibility are emerging but there is no real autonomy of expression; there is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident. May make inappropriate use of sympathetic noises and gesture.	Can produce utterances in fragmentary grammar which may consist of, e.g., no more than noun, verb and modifier. Can give in fragmentary utterances and with much repetition such personal details as name, address, nationality, marital status, occupation, date and place of birth, date of arrival in country or other event. Can use Italian over the telephone only in the most limited contexts where the information given or request made is highly predictable (e.g., asking to speak to a person by name). Can make simple purchases by stating what is wanted and asking the price but only where the context supports the verbal message. Can buy tickets on public transport using utterances such as " Due andata e ritorno Termini, per favore". Can indicate time by such phrases as la settimana prossima, Venerdi scorso, in novembre, le tre, le tre e venti. Can spell out name and address.	The extent of use of sympathetic noises and gesture is heavily influenced by cultural background and personality.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
L:1- ELEMENTARY PROFICIENCY Able to comprehend readily only utterances which are thoroughly familiar or are predictable within the areas of immediate survival needs. In less familiar utterances, still tends to identify and respond to isolated words which will often cause misunderstanding and inappropriate responses. Still heavily dependent on face-to-face contact . Although able to recognize many basic patterns of structure and intonation, tentative grammatical knowledge will still cause many sentence meanings to be confused. Can comprehend only the commonest non-verbal features and has a developing awareness of some variants of them.	Can comprehend requests for personal details (name, age, address, etc.) and short statements about others. Frequently interprets questions as statements unless repeated and redundantly marked by Qu-word (e.g.,Quando, Dove), strong upward intonation, or context. Comprehends commands, requests and simple directions relating to how to get from X to Y only when supported by obvious non-verbal features. Cannot comprehend telephone, radio or television. Can comprehend four digit numbers and high frequency sums of money of equivalent difficulty in dollari and centesimi or in lire to L.1000. Comprehends basic time phrases such as 2.20, le 3, la settimana prossima, in novembre. Readily comprehends simple past, present and future tenses only if supported by an appropriate modifier. Can comprehend minimal variants of basic non-verbal features such as assent, negation or indication of direction.	Ability to comprehend sums of money is strongly influenced by cultural, vocational, personality and situational factors.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ITALIAN)*	*COMMENT*
W:1- ELEMENTARY PROFICIENCY Able to write with reasonable accuracy short words and brief familiar utterances. Where the language has an alphabet, can form all letters; can write with reasonable phonetic and formal accuracy basic personal details and the names of everyday objects. Can write a short simple sentence or brief instruction relating to matters in areas of immediate need or with which he is very familiar.	Can write short familiar words with reasonable accuracy though may need to sound them out. Can write a phrase or short sentence (not necessarily accurately) to give basic details about self and family, to reply to a query, or to convey simple information (e.g., to identify a photograph of a familiar scene). Can copy short written sentences (e.g., giving directions how to go from X to Y).	
R:1- ELEMENTARY PROFICIENCY Able to read short simple sentences and short instructions. Can recognize and name most of the letters of the printed alphabet (both upper and lower case if found in the language). Can read short, original sentences of one clause on familiar topics. Fluency is restricted by syntactic knowledge, vocabulary, cultural knowledge and inability to handle longer sentences or the discourse structure of even short texts. Silent reading may be accompanied by oral recoding. Word recognition may depend heavily on sounding out the letters. Aware of the more frequent sound-symbol correspondences but errors will still frequently occur.	Can identify and read aloud common words (e.g., names of shops and everyday objects). Can read aloud with reasonable accuracy words containing familiar sound-symbol correspondences, though stress patterns may be faulty. Can comprehend short written directions (e.g., to go from X to Y) or simple one-sentence instructions (e.g., arranging time and place to meet). Can understand commonest abbreviations in daily usage such as Sig., Sig.a, Dott., V.le.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ITALIAN)*	*COMMENT*
S:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. Vocabulary inadequate to express anything but the most elementary needs; fractured sentence structure and other grammatical errors are frequent; strong interference from L1 occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers. Has not developed skills in a specialist register though, where such a register has been experienced, may have acquired some relevant items.	Despite hesitations, fractured syntax and many repetitions, can give personal information and maintain very simple conversations on topics that are familiar or of personal interest; can express likes and dislikes in areas of particular interest; can make an introduction and use basic greeting and leave-taking expressions; can ask and tell time of day, day and date; can make simple transactions in shops, post offices or banks; can verbalize inability to understand, ask for slower repetition of utterance, spelling of name or address. Depending on need and previous experience, can order a simple meal, ask for shelter or lodging, ask and give simple directions (e.g., tell someone how to get from X to Y); can use public transport (buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets).	Modifying devices or modifiers are those forms (e.g., verb forms, adjectives, adverbs, phrases, clauses, etc.) that are used to modify and qualify ideas and give precision to the expression of thought.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
L:1 MINIMUM SURVIVAL PROFICIENCY Able to comprehend enough to meet basic survival needs. Can comprehend short utterances and some longer ones provided the content is familiar to him or they are in response to his own simple questions pertinent to personal details or survival needs in his everyday life. Only common social formulae or other short, simple, familiar utterances are readily understood; otherwise, requires frequent repetition, redundancy, or paraphrase and a slow deliberate rate of utterance. Lacks discourse mastery and generally unable to relate even a short series of utterances. Has very limited ability to cope with specialist registers though may comprehend some items pertinent to areas of activity which have been experienced.	Can comprehend simple directions relating to how to get form X to Y, by foot or public transport; can comprehend time of day, day and date, and appointments; can cope with only simple verbal number operations. Can respond to simple high-frequency instructions in familiar situations (e.g, school or work); comprehends less predictable utterances in familiar situations if said slowly and deliberately (e.g., 80-100 w.p.m.). Has great difficulty in using a telephone or comprehending radio or television. Comprehends only the most frequently occurring contracted forms (e.g., nel, dammi, comprala, andarci). Is, to only a limited extent, sensitive enough to suprasegmental, non-verbal and other paralinguistic features to discriminate "tone" of utterances (e.g., polite, rude, friendly, unfriendly, etc.).	Familiar situations could include those regularly encountered in work, school, leisure, etc.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
W:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy basic survival needs. Can write all letters of the alphabet and copy most sentences accurately. Can write personal details and a short series of sentences about things that are familiar (not necessaily with formal accuracy in lexis and syntax but comprehensibly). Longer utterances or longer series of utterances tend to lose coherence.	Can fill in uncomplicated forms with personal details (name, address, nationality, marital status). Can write simple sentences, including brief instructions (e.g., to door-to-door vendors). Can copy from written script quite accurately the sorts of information indicated in R:1. Can copy down, when presented orally, name, address, appointment and simple directions. Can produce a short series of simple sentences on a familiar topic (e.g., personal details for a job application, short simple narration of an everyday occurrence, post card).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
R:1 MINIMUM SURVIVAL PROFICIENCY Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences. Can recognize and name all the letters in the printed version of the alphabet (both upper and lower case if found in the alphabet). Can read simple sentences with ease but may have difficulty with sentences of greater complexity. Can read and comprehend (but not necessarily fluently) very short, syntactically simple texts concerning his everyday life (cf.L:1), but has considerable difficulty in comprehending texts with more complex discourse structure.	Can read uncomplicated forms requiring basic personal details (name, address, nationality, marital status) but will require help in comprehending others. Can comprehend short, high frequency traffic signs, shop designations, bus and train destinations, basic timetables, and common Italian menus. From lists (e.g., street directory, index) can isolate the information required. Can use a directory to find a tradesman or shop. Can read a notice for a function and identify the nature, name, location, date and time of the event. Can read a short series of simple sentences narrating an everyday event. Can comprehend and act on a short series of simple instructions for using an everyday object (provided they do not contain unfamiliar specialist vocabulary).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
S:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation; grammatical errors still frequently cause misunderstanding. Limited vocubulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While basic word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited by still tentative emergence of modification devices. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Simple discourse markers are used relating to closely contiguous parts of the text but extended discourse is largely a series of discrete utterances. Articulation is reasonable comprehensible to native speakers, can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech may be laboured. Stress and intonation patterns are not native-like and may interfere with communication. Still has to repeat utterances frequently to be understood by the general public. Has very limited register flexibility though, where a specialist register has been experienced, may have acquired some features of it.	Can cope with less routine situations in shops, post office, bank, (e.g., asking for a larger size, returning an unsatisfactory purchase), and on public transport, (e.g., asking passenger where to get off for unfamiliar destination). Can explain some personal symptoms to a doctor but with limited precision. Can modify utterances to express uncertainty or the hypothetical by single word or other simple devices (e.g., forse, io penso) and has tentative use of se (conditional). Can use simple perché relationships. Often makes inappropriate use of honorifics, e.g., title without surname. In work situation can communicate most routine needs not requiring special register (e.g., out of expendable commodity) and basic details of unpredictable occurrences, e.g., an accident. Can ask the meaning of an unfamiliar word or ask for the Italian word for a demonstrable item. Can generally use io, me, mio, tu, tuo, lei, noi, nostro but other personal pronouns and possessive adjectives are often hesitant or wrong. Only confident with most frequent verb inflections and will insert redundant noun or pronoun subjects to compensate.	From this level on, the learner has a significant language repertoire permitting comprehension of texts containing an increasing number of unfamiliar language items or cultural references. The learner now has a sufficient language base to benefit greatly in language learning from out-of-class experience and to permit exploration of the language by enquiry from native speakers. The thrust of development through this level is towards more spontaneity and creativity, increased flexibility but still in essentially survival-type situations with a start to more general social interaction. Ability to comprehend still depends greatly on the native speaker's modifying the language produced. Immediate memory is less restricted, operations less laboured, and some textual facility is starting to emerge.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
L:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can understand in all situations relevant to his survival needs. Less dependent on contextual support but comprehension is still significantly assisted by face-to-face contact, careful articulation and slow rate of utterance. Provided the topic discussed is familiar, can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning. While global comprehension of utterances may be generally secure, deficiencies in the listening skill will often lead the learner to miss more specific information; misinterpretations are frequent and, in less familiar situations, may require repetition, paraphrase or explanation. More sensitive to morphology, recognizes changes of tense, and generally comprehends regular forms without having to rely on contextual support. Has much difficulty comprehending extended lines of argument and comprehends only the simplest discourse markers. Has little ability in specialist registers but can follow routine communications in the work place and some unpredictable utterances provided they involve mainly the non-specialist register or are supported by the context. Can generally distinguish statements, questions and commands by intonation, etc., but has limited ability to deduce other than surface meaning. Comprehension still suffers from limited familiarity with the target culture.	Recognizes simple relationships between short combinations of clauses and sentences (e.g., marked by e, ma, però, se, perché) but fails to comprehend more complex relationships or more-complex discourse marked over a longer text. Can cope with utterances that are carefully articulated and said slowly (e.g. 100 to 120 w.p.m.). Comprehends only isolated words or phrases in most conversations between native speakers and will also fail to comprehend subsumed knowledge. Has no facility in comprehending speakers of dialects other than that most frequently experienced. Comprehends most common, standard contracted and combined forms but has considerable difficulty with colloquial forms (such as vabbè, vo a comprà, di'npò). Comprehends very little of a radio broadcast and has great difficulty using the telephone. Can comprehend only broad train of events of a T.V. drama, little of less visually supported telecasts though has fair comprehension of frequently repeated commercials said slowly in the standard dialect without significant cultural assumptions. If heavily marked, understands the implied annoyance, sarcasm, etc. in such utterances as "Ancora non hai finito?" or "Che bella cosa!" Can act on a simple series of commands such as "Cerca uno straccio e pulisci la panchina" and negative commands such as "Non toccare quel bottone."	Cultural interference may create unease in use of second person pronouns and persons' names for learners of some backgrounds. Some pronunciation problems will persist well beyond this stage. The ability to acquire flexibility in social register varies greatly according to the background, sensitivity and personality of the individual. The emergence of modifying devices and discourse markers gives the learner the means to express (however tentatively at 1+) individual meanings (e.g., personal perceptions and attitudes) as well as universal meanings. "Work" situations should be considered to include school for students.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
W:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can write a sufficiently wide range of informal language to satisfy survival needs though errors in syntax, spelling and style may frequently interfere with comprehension. Can write most words and sentences that can be produced orally but longer utterances and texts may lack coherence through a failure to maintain sentence structure, to structure the thought sequence acceptably, or to use discourse markers appropriately. Has the ability to use a bilingual dictionary to check spelling. Aware of but not confident with the formal devices used in writing letters and has limited ability to vary them to match different recipients.	Can write a simple covering letter (e.g., to accompany a cheque or a completed job application form). Can convey a simple message by telegram (e.g., accepting job offered) though the conventions and form may often be inappropriate. Can write a note to school explaining a child's absence or requesting leave for the child. Can take down a simple message in note form.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ITALIAN)*	*COMMENT*
R:1+ SURVIVAL PROFICIENCY Able to read short texts on subjects related to his immediate needs. Ready comprehension is conditional on the meaning's being clearly spelt out. Can follow a simple compound or complex sentence, but has little ability to handle many discourse markers commonly used in the written registers. With some use of a bilingual dictionary, can read for pleasure simplified versions of standard texts. Word attack is now sufficiently developed for the learner to be able to recognize most words in oral vocabulary though silent letters, non-phonetic forms or other irregularities may still cause confusion. Where texts are in cursive writing, copes only if the writing is neat and the style familiar.	Can understand a simple circular on a familiar topic, (e.g., note from school on a regular coming event) but where the topic is less familiar some prior explanation is needed. Using a bilingual dictionary can read a popular novel or short story simplified for L2 learners. Can comprehend texts in which discourse is marked by such simple features as those indicated in S:1+. Can follow the instructions on a public telephone provided such words such as gettone, libero, and ricevitore are familiar. Can discriminate between widely differing letters such as an apparently personalized sales promotion and correspondence requiring action (e.g., overdue account or alteration to delivery routine) even if neither is fully understood. Can understand straightforward classified advertisements in which the information is directly stated, which do not use unfamiliar registers, contain a high degree of abbreviation, or depend significantly on the learner's ability to supply implied meaning (e.g., as in innuendo).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
S:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not facility most social situations including introductions and casual conversations about current events, as well as work, family, amd autobiographical information. Has restricted register flexibility though, where a specialist register has been experienced, will have acquired some features of it. Has limited ability to vary the "tone" of utterances. Can handle limited work requirements but will need help in handling any complications or difficulties. Hesitations are still frequent as the learner searches for vocabulary or grammar but has a speaking vocabulary sufficient to express himself simply with circumlocutions on most topics pertinent to his everyday life; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar especially in longer constructions. Accent, though often quite faulty, is intelligible; undue exertion on the part of a native speaking listener is not often necessary though some repetition in order to be understood may occur. Overall rate of utterance remains less than the native speaker's as a result of hesitations. Cohesion and discourse in short utterances or texts are secure but inconsistencies occur in longer ones.	Can give detailed information about own family, living conditions, educational background; can describe and converse on everyday things in his environment (e.g., his suburb, the weather); can describe present or most recent job or activity; can communicate on the spot with fellow workers or immediate superior (e.g., ask questions about job, make complaints about work conditions, time off, etc.); can give simple messages over the telehpone; can give directions and instructions for simple tasks in his everyday life (e.g., to tradesmen). Has tentative use of polite request forms, e.g., involving potrebbe, ti dispiacerebbe. May sometimes offend by unintended blandness or aggressiveness or irritate by over-deference where native speakers expect informality.	At this level, the learner's ability is sufficient to enable him to establish normal social relationships with native speakers.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
L: 2 MINIMUM SOCIAL PROFICIENCY Able to understand in routine social situations and limited work situations. Can get the gist of most conversations in everyday social situations though may sometimes misinterpret or need utterances to be repeated or reworded. Less dependent on face-to-face contact, and the presence of other participants in the conversation does not normally cause comprehension problems. Has limited ability to comprehend if there is extensive use of specialist registers though, in own field, can, with paraphrase or explanation, comprehend routine conversations. Has some ability to see beyond surface meaning to comprehend less subtle or esoteric cultural implications. Can cope with the lower range of normal native speaker utterance rates but is soon lost with faster rates and has difficulty in understanding conversations between native speakers. Has some difficulty following extended lines of argument or complex discourse patterns.	Can readily understand the sort of information indicated in S-2 when given face-to-face; can take simple telephone messages in response to own questions or on familiar or expected topics; can cope with native speaker conversations at lower rates of utterance (e.g., 120-150 w.p.m.). Can comprehend and act on sequential instructions at work (e.g., Quando si speone la luce rossa, premere il bottone); does not fully comprehend television or radio broadcasts but can get the gist of news bulletins or other programs on familiar topics delivered at lower rates of utterance. Can, in most situations, broadly discriminate the "tone" of utterances (e.g., irony).	
W:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle (with moderate confidence and sufficient accuracy that comprehension by a native speaker is not impeded) those writen forms needed in his everyday life at home, in daily commerce, and in simple work situations not requiring specialist skills.	Can write a personal letter on simple everyday topics or a simple report on an everyday event. Can write to order goods, book a room, or to carry out other uncomplicated and routine tasks. Can fill out most forms regularly encountered in Italy (e.g., visto, permesso di soggiorno, etc.).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
R: 2 MINIMUM SOCIAL PROFICIENCY Able to read simple prose, in a form equivalent to typescript or printing , on subjects within a familiar context. With extensive use of a bilingual dictionary can get the sense of those written forms frequently met in his everyday life. Can read for pleasure simply structured prose and literary and other texts which do not assume significant cultural knowledge, ability to handle complex discourse structure, or a specialist register. Can read neat cursive writing if the style is familiar.	Using a bilingual dictionary, can get the sense of personal letters on everyday topics, simple stylized forms such as invitations and replies, routine, uncomplicated business letters, news items from the daily press (but longer reports and commentaries only with considerable difficulty), and simple articles in technical fields relevant to work experience. Can follow most clearly presented sequential instructions (e.g., accompanying a household appliance) when they are written in a non-specialist register, when there is plenty of time and a bilingual dictionary is available. Can read fluently for pleasure modern novels simplified for the non-native reader.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ITALIAN)*	*COMMENT*
S:3 MINIMUM VOCATIONAL PROFICIENCY Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics. Can discuss own particular interests and special fields of competence with reasonable ease though some circumlocutions; vocabulary is broad enough that the learner rarely has to grope for a word and can readily overcome gaps with circumlocutions; accent may be obviously foreign; control of grammar good; able to convey meaning precisely in reasonably complex sentences or by using, with reasonable accuracy, a wide range of modification devices; fluency is rarely disrupted by hesitations; errors rarely interfere with understanding or disturb the native speaker; able to modify language to meet the differing register requirements of situations which are familiar in the learner's personal and vocational life but can make secure use of only high frequency colloquialisms.	Can handle with confidence most social situations and those work situations relevant to own needs and experience. Can enter, exit from and participate in conversation with or between native speakers; can speak to educated native speakers or to those at own socioeconomic level on general or relevant vocational topics without unintentionally amusing or irritating them; can present and debate own or others' ideas and attitudes about familiar topics or topics which are relevant to own or target culture; can cope with everyday difficult linguistic situations such as broken plumbing, a personal misunderstanding, undeserved traffic ticket, etc.	The key factor now emerging is register flexibility (as well as continued development in fluency and accuracy). Fluency refers to the ability to mobilize language exponents in connected expression.
L:3 MINIMUM VOCATIONAL PROFICIENCY Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to own interests and experience. Can get the gist of most conversations between native speakers though may miss some details, especially where there is significant subsumed knowledge. Comprehension rarely affected by complex discourse patterns. Can generally understand at normal rates of utterance even if occasional words are unfamiliar, and rarely has to ask for an utterance to be repeated or paraphrased, except where speech is heavily loaded with colloquial features.	Can take information confidently by telephone; can comprehend a discourse or discussion on a non-technical subject and can, if necessary, take notes or summarize it; has reasonable comprehension of radio and television news readers (180 w.p.m.) though more rapid speakers may cause comprehension to suffer. Can comprehend most sums of money and most numerals though longer items may have to be repeated.	It should be noted that colloquial speech may entail changes in every aspect of language, including vocabulary, syntax, semantics, phonology, rate of utterance and paralinguistics.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ITALIAN)*	*COMMENT*
W: 3 MINIMUM VOCATIONAL PROFICIENCY Able to write with sufficient accuracy in structures and spelling to meet all social needs and basic work needs. Can write with reasonable ease and accuracy on matters relevant to own interests, rarely lacks a word and is then able to circumvent it. Can use complex sentences accurately and can vary the style between personal and vocational contexts and use the functions appropriate to them.	Can write in all those forms used in daily life (personal letters, notes, telegrams, invitations, etc.) without errors intruding on a native speaker's comprehension and acceptance. Can use those basic registers needed in the work situation and other routine business letters of his everyday life. Can generally use even complex sentence structures accurately. Discourse structure beyond the sentence level may still sometimes seem non-native. Can vary style over broad parameters (e.g., between personal and vocational contexts) though may lack some subtlety in differentiating between some contexts.	Principal changes from here to R-5, W-5 lie in breadth of vocabulary, accuracy of syntax, and flexibility of or sensitivity to style.
R:3 MINIMUM VOCATIONAL PROFICIENCY Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field, and other everyday materials (e.g., best-selling novels and similar recreational literature). Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms. Can read cursive writing though non-standard or ill-formed scripts may still cause difficulty.	Can read standard newspaper items and routine personal and business corespondence in own field of interest and readily grasp their essential meaning. Can read such items and paraphrase or summarize their key points. Has some sensitivity to variations in style and register and to nuances in meaning but will frequently fail to perceive those that are more subtle or more culturally dependent. Is able to read extended texts (e.g., novels) with sufficient comprehension without reference to a dictionary to ensure pleasure even though some words will be unknown.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (ITALIAN)*	*COMMENT*
S:4 VOCATIONAL PROFICIENCY Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Can participate in any conversation within the range of own experience with a high degree of fluency and precision of vocabulary; while the learner has mastered commonly occurring colloquial and idiomatic forms, some misuse of other items may occur; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; while a "foreign accent" may continue (especially in intonation and stress patterns), pronunciation does not impede comprehension by a native speaker; errors of grammar are quite rare and unsystematic and can usually be corrected in retrospect; always easily understood by a native speaker. Has considerable sensitivity to register requirements and readily modifies the language appropriately.	Can convey exact meaning in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can modify speech deliberately according to the situation and its register requirements; can handle informal interpreting from first language.	Cultural understanding now plays a significant part in promoting language use. Grammatical development is now more or less complete though "slips" or errors of performance may still occur. The learner can, however, usually correct such errors if he becomes conscious of them.
L:4 VOCATIONAL PROFICIENCY Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to own experience. Can readily understand all speech of that variety of the language normally encountered in own personal, social, academic or vocational life and is rarely troubled by speech in less familiar contexts; can comprehend even fast rates of utterance in the target variety; can comprehend the generally recognized varieties of the target language and other similar varieties; only occasionally baffled by colloquialisms and regionalisms.	Can comprehend accurately in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can comprehend even fast utterance rates of 180 to 200 or more w.p.m. in the target variety; can appreciate and respond to register variations. Can comprehend most radio and television documentaries, and accurately identify the speaker's mood, tone, etc.; can comprehend numerals as readily as does a native speaker. Can comprehend the standard variety (or that learned) and other varieties similar to it but has increasing difficulty with more distant varieties. Can handle informal interpreting into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
W:4 VOCATIONAL PROFICIENCY Able to write fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Errors in grammar or vocabulary are very rare, rarely needs to consult a dictionary to express himself and is able to consider and select from amongst a wide choice of words and structures to make meaning more precise. Has considerable sensitivity to register requirements and can modify his language appropriately.	Can convey meanings precisely and accurately unrestricted by lexical, morphological, syntactic or spelling deficiencies. Can readily use all those written forms normally encountered and can modify them according to specific register requirements. Can structure longer texts appropriately making full use of the available devices of discourse and cohesion. Can handle in informal translation from first language.	
R:4 VOCATIONAL PROFICIENCY Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in own special field including official and professional documents and correspondence. Reading speed will approximate that of comparably educated native speakers. Cursive writing poses no greater difficulty than for a native speaker.	Can comprehend most literary forms though more difficult works (e.g., heavily culture-dependent or in a form remote from "normal" discourse) may cause some problems. Can handle informal translation into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
S:5 NATIVE-LIKE PROFICIENCY Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has complete fluency, accuracy and range in the language such that the learner's speech on all levels is fully accepted by such native speakers in all its features (including rate of utterance, suprasegmental and paralinguistic features, and breadth and accuracy of grammar, vocabulary, idiom, colloquialisms, and cultural references) even though some phonological features may exhibit minor non-native characteristics that never intrude nor inhibit comprehensibility. Able to operate as effectively as a native speaker of the same socio-cultural variety in all those registers encountered in his personal, social, academic or vocational life.	Can handle all tasks normally encountered and has native-like flexibility in new ones; can handle humour and innuendo as effectively as a native speaker of the same socio-cultural variety. Very occasional non-native syllable stress, intonation pattern, allophone or phoneme substitution.	At this point all language-related cultural barriers are removed and, to all intents and purposes, the learner acts, and is accepted by others, as a native speaker. The distinction between the terms variety and register should be recalled. Any register limitations are of the same linguistic order and cause as for a native speaker of the same socio-cultural variety. It should be remembered that the ASLPR measures general proficiency. Register flexibility is as firmly established at this level as for a native speaker. Learners who have not experienced a certain specialist register in their L2 may not have facility in it even though that register (e.g., of an academic or sporting interest) may be fully developed in their L1. With exposure to the register, however, they will master it as readily as would comparable native speakers or, perhaps, more readily if they already have the relevant underlying concepts.
L:5 NATIVE-LIKE PROFICIENCY Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has the same degree of comprehension of the spoken language of native or non-native speakers in all its features (including idiom, colloquialisms, subtlety of meaning, and cultural references whether spoken face-to-face, by telephone or on the media) as has a native speaker of his socio-cultural variety. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of his socio-cultural variety. Is similarly sensitive to the implications of the variety and register used.	Can perform as effectively as a native speaker in all listening activities encountered and has a native speaker's flexibility in new ones. Perceives and responds to style, humour and innuendo as effectively as a native speaker of the same socio-cultural variety. Can generally recognize the likely educational level and origin of a speaker.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ITALIAN)	COMMENT
W:5 NATIVE-LIKE PROFICIENCY Written proficiency equivalent to that of a native speaker of the same socio-cultural variety. The learner's written language in all its forms is fully accepted by such native speakers in all its features including formal accuracy, structural variation, word choice, idiom, colloqualisms, register appropriateness, discourse structure (including thought sequence and coherence), subtlety of meaning and cultural references. Deviations from educated native speaker forms, special register features, or stylistic conventions will only be those recognizable as native speaker variants.	Can perform as effectively as a native speaker in all writing tasks normally encountered and has native-like flexibility in mastering new ones.	
R:5 NATIVE-LIKE PROFICIENCY Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety. Can comprehend all forms of the written language (including abstract, structurally complex, or highly colloquial literary and non-literary writings) as effectively as such a native speaker. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of the same socio-cultural variety. Is similarly sensitive to the implications of the variety and register used. Can appreciate humour and subtle or culture-dependent nuances of meaning or style. Has no more difficulty than a native speaker in reading handwriting and alternative scripts.	Can comprehend with as much ease as an educated native speaker all forms of the written language normally encountered. Can identify the likely educational level of the writer. Can understand common references from the Judaeo-Christian literary tradition and sport. Comprehends a text in italiano antico script as readily as a native speaker.	

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

(Version for Japanese as a Foreign Language)

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November, 1982.

ABBREVIATIONS

S = Speaking
L = Listening
W = Writing
R = Reading

He is to be taken as common gender.

L_1 refers to the native language.

L_2 or second language refers to the non-native target language.

w.p.m. = words per minute.

The authors acknowledge their debt to the FSI Scale in the initial development stages of the ASLPR.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
S:0 ZERO PROFICIENCY Unable to function in the spoken language. Oral production is limited to, at most, occasional isolated words. Essentially no communicative ability.		
L:0 ZERO PROFICIENCY Unable to comprehend the spoken language. Essentially no comprehension of even the most simplified and slowed speech.		
W:0 ZERO PROFICIENCY Unable to function in the written language. Essentially unable to communicate in writing even though, if the L1 uses the same alphabet as the L2, may be able to form the letters and copy word shapes.		Learners at this level could include persons unable to read or write in any language, persons able to read or write in a language (other than the L2) which does not use the Roman alphabet, or persons able to read or write in a language (other than the L2) which uses a Roman alphabet. Because of the complexity of the Japanese writing system, it is to be expected that students whose L1 uses a Roman script will progress rather more slowly in R and W in Japanese. In Japanese, "alphabet" refers to hiragana only until indicated otherwise.
R:0 ZERO PROFICIENCY Unable to comprehend the written language. Essentially no comprehension of even isolated words or simple phrases.		

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
S:0+ INITIAL PROFICIENCY Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Expression is often excessively marked by culturally inappropriate non-verbal features and sympathetic noises. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty even by persons such as officials or teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.	Can give own name, age, address, phone number, number of children, nationality, ethnic group or country of origin of the family, and name of first language. Can use some basic greetings; can say はい, いいえ, ごめんなさい こんにちは, さようなら, ありがとう, どうぞ. Can spell out own name and those of family. Can make simple purchases where pointing or other gesture can support the verbal reference.	Areas of need may be those the learner experiences daily or that are regularly encountered through the objectives and teaching situations in the course followed. Interference from socio-cultural factors is particularly marked at this level and may inhibit language performance (e.g., if the L1 culture regards contradiction as impolite, *yes-no* questions may always be answered *yes* even though the correct answer is *no* and the *no* answer form has been mastered. Distortion of word endings may involve omission, addition or substitution of phonemes or allophones. The ability to differentiate between surname, given names etc. will depend on previous learning experiences and need not reflect upon language proficiency.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
L:0+ INITIAL PROFICIENCY Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with non-native speakers. Can comprehend only slow, deliberate speech in face-to-face situations. May require much repetition, paraphrase and the support of exaggerated mime and gesture. Commonly responds to isolated words in utterances . Misunderstandings are frequent and even short utterances must frequently be repeated. Able to comprehend responses to own simple questions pertinent to survival needs where those responses do not deviate far from the expected response. Can comprehend only very simple requests for basic information where context makes the nature of the request predictable and the forms closely match the formulae learnt. Can comprehend the simplest sentence structures only when supported by the context or other redundant features. Comprehends few non-verbal features not found in own culture. While listening, tends to make excessive use of "sympathetic" features. (e.g. nod, yes, thank you, repetition of speaker's words).	Can comprehend memorized items in situations experienced in the learning environment. Can comprehend simple, predictable requests in predictable forms for personal and family information (name, date of birth, country of origin, language, telephone number, occupation). Less predictable questions are frequently interpreted as statements despite structure, intonation and context. Can comprehend basic time modifiers (e.g., きょう, あした) and days of the week. Can comprehend basic directions such as ひだりへまがってください. Can comprehend two-word numbers (e.g., さんじゅうろく) or three-digit numbers with numerals isolated (e.g., いち ろく よん; can comprehend high frequency sums of money provided that each unit (ドル, セント) or えん) does not exceed this complexity (e.g. 10ドル35セント; 200えん). Can comprehend bow, nod or shake of head, indication of direction, (pointing, beckoning, waving.) May make use of such sympathetic features as ええ, そう(ですね).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
W:0+ INITIAL PROFICIENCY Able to write clearly a limited number of words or short formulae pertinent to the most predictable areas of everyday need. Can provide basic information of immediate relevance in isolated words or short formulae. Can write with reasonable phonetic accuracy short words that are in his oral vocabulary. Has sufficient memory for word shapes to write recognizably (if not with formal accuracy) short words pertinent to written needs.	Can write own name in katakana and other personal details using only easily learned kanji (e.g., date of birth) or kanji learned as formula (e.g., address). Has little knowledge of stroke order. Can write short utterances in hiragana, but will confuse similar hiragana (e.g., ほ, ま, は) and make occasional mistakes with the particles を, へ, and は.	By writing is intended the ability to transfer sound into script. Whether acceptable cursive writing as well as print can be used at the lowest proficiency levels will vary according to the learner's background. Ability to read cursive writing will depend on similar factors but also on the writer's letter formation. Reading involves, most fundamentally, obtaining meaning from script but related developments include sound-symbol correspondence and recoding word or sentence shapes into sound. At this level the beginnings of sound-symbol correspondence and visual memory for word shapes are emerging. The length of time needed to reach them will vary according to the learner's previous level of literacy, the scripts (if any) in which literacy exists, and the transferability of the sound-symbol relationships from the L1 to the L2.
R:0+ INITIAL PROFICIENCY Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorized in response to immediate needs. Where the language has an alphabet, can recognize most printed letters; can comprehend commonly encountered names and other isolated words whose forms have been memorized and which are relevant to everyday needs; can read most of them aloud, but comprehensibility may suffer because of sketchy knowledge of sound-symbol correspondence and inaccurate articulation. Is generally unable to recode unfamiliar words into sound except where considerable transfer from L1 to L2 is possible.	Can recognize most hiragana but will confuse some similar ones (e.g., ね, ぬ). Comprehension of katakana limited to own name. Comprehension of kanji restricted to those required for survival needs (e.g., place of living) and the most common street signs (e.g., 入口).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
S:1- ELEMENTARY PROFICIENCY Able to satisfy immediate needs using learned utterances. The first signs of spontaneity and flexibility are emerging but there is no real autonomy of expression; there is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident. May make inappropriate use of sympathetic noises and gesture.	Can produce utterances in fragmentary grammar which may consist of, e.g., no more than noun, verb and modifier. Can give in fragmentary utterances and with much repetition such personal details as name, address, nationality, marital status, occupation, date and place of birth, date of arrival in country or other event. Cannot use Japanese over the telephone except in the most limited contexts where the information given or request made is highly predictable (e.g., asking to speak to a person by name). Can make simple purchases by stating what is wanted and asking the price but only where the context supports the verbal message. Can buy tickets on public transport using utterances such as " 東京駅まで二枚ください. Can indicate time by such phrases as らいしゅう, 11がつ 3じ, 2じ20ぷん. Can sound out name and address in Japanese syllabic form.	In Japanese, pre-reading/writing skills in hiragana must be mastered before a proficiency of 0+ in R or W can be attained. The extent of use of sympathetic noises and gesture is heavily influenced by cultural background and personality.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
L:1- ELEMENTARY PROFICIENCY Able to comprehend readily only utterances which are thoroughly familiar or are predictable within the areas of immediate survival needs. In less familiar utterances, still tends to identify and respond to isolated words which will often cause misunderstanding and inappropriate responses. Still heavily dependent on face-to-face contact . Although able to recognize many basic patterns of structure and intonation, tentative grammatical knowledge will still cause many sentence meanings to be confused. Can comprehend only the commonest non-verbal features and has a developing awareness of some variants of them.	Can comprehend requests for personal details (name, age, address, etc.) and short statements about others. Frequently interprets questions as statements unless repeated and redundantly marked by sentence structure, strong intonation, or context. Comprehends commands, requests and simple directions relating to how to get from X to Y only when supported by obvious non-verbal features. Cannot comprehend telephone, radio or television. Can comprehend four digit numbers (e.g., 3135) and sums of money of equivalent difficulty (e.g., 159ドル95セント). Comprehends basic time phrases such as 3じ, らいしゅう, 11がつ. Readily comprehends simple past, present and progressive forms of verbs only if supported by an appropriate modifier. Can comprehend minimal variants of basic non-verbal features such as assent. negation or indication of direction.	Ability to comprehend sums of money is strongly influenced by cultural, vocational, personality and situational factors.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
W:1- ELEMENTARY PROFICIENCY Able to write with reasonable accuracy short words and brief familiar utterances. Where the language has an alphabet, can form all letters; can write with reasonable phonetic and formal accuracy basic personal details and the names of everyday objects. Can write a short simple sentence or brief instruction relating to matters in areas of immediate need or with which he is very familiar.	Can write a phrase or short simple sentence (not necessarily accurately) to give basic details about self and family, to reply to a query or to convey simple information using frequently used kanji (e.g., days and dates, time, common verbs and nouns). Will still show tendency to omit particles and confuse word order.	It is not possible to enumerate which kanji should be mastered at each level. The descriptions of the tasks are the means by which learner proficiency is rated, not the number of kanji. Word recognition refers to those written in hiragana.
R:1- ELEMENTARY PROFICIENCY Able to read short simple sentences and short instructions. Can recognize and name most of the letters of the printed alphabet (both upper and lower case if found in the language). Can read short, original sentences of one clause on familiar topics. Fluency is restricted by syntactic knowledge, vocabulary, cultural knowledge and inability to handle longer sentences or the discourse structure of even short texts. Silent reading may be accompanied by oral recoding. Word recognition may depend heavily on sounding out the letters. Aware of the more frequent sound-symbol correspondences but errors will still frequently occur.	Can read short, high frequency traffic signs and notices, (e.g., 止れ) and place signs (e.g., 駅, 銀行). Can read katakana that appear frequently in area of need (e.g., シドニー, コアラ). Can read a short series of simple sentences that narrate an everyday event or an instruction where the kanji is restricted to those most frequently encountered.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
S:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. Vocabulary inadequate to express anything but the most elementary needs; fractured sentence structure and other grammatical errors are frequent; strong interference from L1 occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers. Has not developed skills in a specialist register though, where such a register has been experienced, may have acquired some relevant items.	Despite hesitations, fractured syntax and many repetitions, can give personal information and maintain very simple conversations on topics that are familiar or of personal interest; can express likes and dislikes in areas of particular interest; can make an introduction and use basic greeting and leave-taking expressions; can ask and tell time of day, day and date; can make simple transactions in shops and post offices; can verbalize inability to understand, ask for slower repetition of utterance, sounding out of name or address. Depending on need and previous experience, can order a simple meal, ask for shelter or lodging, ask and give simple directions (e.g., tell someone how to get from X to Y); can use public transport (buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets).	Modifying devices or modifiers are those forms (e.g., verb forms, adjectives, adverbs, phrases, clauses, etc.) that are used to modify and qualify ideas and give precision to the expression of thought.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
L:1 MINIMUM SURVIVAL PROFICIENCY Able to comprehend enough to meet basic survival needs. Can comprehend short utterances and some longer ones provided the content is familiar to him or they are in response to his own simple questions pertinent to personal details or survival needs in his everyday life. Only common social formulae or other short, simple, familiar utterances are readily understood; otherwise, requires frequent repetition, redundancy, or paraphrase and a slow deliberate rate of utterance. Lacks discourse mastery and generally unable to relate even a short series of utterances. Has very limited ability to cope with specialist registers though may comprehend some items pertinent to areas of activity which have been experienced.	Can comprehend simple directions relating to how to get from X to Y, by foot or public transport; can comprehend time of day, day and date, and appointments; can cope with only simple verbal number operations. Can respond to simple high-frequency instructions in familiar situations (e.g., school or work); comprehends less predictable utterances in familiar situations if said slowly and deliberately (e.g., 80-100 w.p.m.). Has great difficulty in using a telephone or comprehending radio or television. Is aware of formal and informal levels of neutral speech.	Familiar situations could include those regularly encountered in work, school, leisure, etc.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
W:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy basic survival needs. Can write all letters of the alphabet and copy most sentences accurately. Can write personal details and a short series of sentences about things that are familiar (not necessaily with formal accuracy in lexis and syntax but comprehensibly). Longer utterances or longer series of utterances tend to lose coherence.	Can write simple, most frequently encountered kanji with an understanding of stroke order. Has sufficient comprehension of essential characters to be able to write a simple, informal letter, take down a message or fill in a simple form. Can consult a romanized Japanese-English dictionary to check kanji for a word in oral vocabulary and attempt to copy it, even if inaccurately. Can copy short written sentences (e.g., directions on how to get from X to Y). Has very limited knowledge of the requirements for written expression.	In Japanese, from this level "alphabet" includes both hiragana and katakana.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
R:1 MINIMUM SURVIVAL PROFICIENCY Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences. Can recognize and name all the letters in the printed version of the alphabet (both upper and lower case if found in the alphabet). Can read simple sentences with ease but may have difficulty with sentences of greater complexity. Can read and comprehend (but not necessarily fluently) very short, syntactically simple texts concerning his everyday life (cf.L:1), but has considerable difficulty in comprehending texts with more complex discourse structure.	Can give "on" and/or "keen" readings for the most frequently encountered kanji. Using a romanized Japanese-English dictionary, can read course materials that are simplified for foreigners provided that they are written in limited kanji with furigana beside the more difficult kanji. Can recognize the conventions of written style (e.g., る endings). With help from a native speaker to identify the unknown kanji, can use timetables, read a notice for a function, and identify the nature, name, location, date and time of the event. Can read common menu items in hiragana and kanji and all those in katakana. Can follow instructions on a vending machine provided such words as おつり and 入れる are familiar.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
S:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation; grammatical errors still frequently cause misunderstanding. Limited vocubulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While basic word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited by still tentative emergence of modification devices. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Simple discourse markers are used relating to closely contiguous parts of the text but extended discourse is largely a series of discrete utterances. Articulation is reasonable comprehensible to native speakers, can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech may be laboured. Stress and intonation patterns are not native-like and may interfere with communication. Still has to repeat utterances frequently to be understood by the general public. Has very limited register flexibility though, where a specialist register has been experienced, may have acquired some features of it.	Can cope with less routine situations in shops, post office, bank, (e.g., asking for a larger size, returning an unsatisfactory purchase), and on public transport, (e.g., asking passenger where to get off for unfamiliar destination). Can explain some personal symptoms to a doctor but with limited precision. Can modify utterances to express uncertainty or the hypothetical by single word or other simple devices (e.g., かもしれない) and has tentative use of conditional. Can use simple discourse markers such as だから, でも, そして, けれど- Cannot use honorifics. In work situation can communicate most routine needs not requiring special register (e.g., out of expendable commodity) and basic details of unpredictable occurrences, e.g., an accident. Can ask the meaning of an unfamiliar word, or ask for the Japanese word for a demonstrable item.	From this level on, the learner has a significant language repertoire permitting comprehension of texts containing an increasing number of unfamiliar language items or cultural references. The learner now has a sufficient language base to benefit greatly in language learning from out-of-class experience and to permit exploration of the language by enquiry from native speakers. The thrust of development through this level is towards more spontaneity and creativity, increased flexibility but still in essentially survival-type situations with a start to more general social interaction. Ability to comprehend still depends greatly on the native speaker's modifying the language produced. Immediate memory is less restricted, operations less laboured, and some textual facility is starting to emerge.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
L:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can understand in all situations relevant to his survival needs. Less dependent on contextual support but comprehension is still significantly assisted by face-to-face contact, careful articulation and slow rate of utterance. Provided the topic discussed is familiar, can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning. While global comprehension of utterances may be generally secure, deficiencies in the listening skill will often lead the learner to miss more specific information; misinterpretations are frequent and, in less familiar situations, may require repetition, paraphrase or explanation. More sensitive to morphology, recognizes changes of tense, and generally comprehends regular forms without having to rely on contextual support. Has much difficulty comprehending extended lines of argument and comprehends only the simplest discourse markers. Has little ability in specialist registers but can follow routine communications in the work place and some unpredictable utterances provided they involve mainly the non-specialist register or are supported by the context. Can generally distinguish statements, questions and commands by intonation, etc., but has limited ability to deduce other than surface meaning. Comprehension still suffers from limited familiarity with the target culture.	Recognizes simple relationships between short combinations of clauses and sentences (e.g., marked by それから, でも, そして) but fails to comprehend more complex relationships or more complex discourse marked over a longer text. Can cope with utterances that are carefully articulated and said slowly (e.g. 100 to 120 w.p.m.). Comprehends only isolated words or phrases in most conversations between native speakers and will also fail to comprehend subsumed knowledge. Has no facility in comprehending speakers of dialects other than that most frequently experienced. Comprehends most common, standard contracted forms but has considerable difficulty with colloquial "run-on" forms (such as, おわっちゃった). Comprehends very little of a radio broadcast and has great difficulty using the telephone. Can comprehend only broad train of events of a T.V. drama, little of less visually supported telecasts though has fair comprehension of frequently repeated commercials said slowly in the standard dialect without significant cultural assumptions. If heavily marked, understands the implied annoyance, sarcasm, etc. in such utterances as "まだですか" Can act on a simple series of commands such as "かえってください" and negative commands such as "てを ふらないでください".	Cultural interference may create unease in use of second person pronouns and persons' names for learners of some backgrounds. Some pronunciation problems will persist well beyond this stage. The ability to acquire flexibility in social register varies greatly according to the background, sensitivity and personality of the individual. The emergence of modifying devices and discourse markers gives the learner the means to express (however tentatively at 1+) individual meanings (e.g., personal perceptions and attitudes) as well as universal meanings. "Work" situations should be considered to include school for students.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
W:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can write a sufficiently wide range of informal language to satisfy survival needs though errors in syntax, spelling and style may frequently interfere with comprehension. Can write most words and sentences that can be produced orally but longer utterances and texts may lack coherence through a failure to maintain sentence structure, to structure the thought sequence acceptably, or to use discourse markers appropriately. Has the ability to use a bilingual dictionary to check spelling. Aware of but not confident with the formal devices used in writing letters and has limited ability to vary them to match different recipients.	Is aware of but has limited ability to use formal devices in writing letters. Can use katakana to convey a simple message by telegram but conventions and form may be inappropriate. Can take down a simple message in note form but not dictated.	In Japanese, "spelling" is taken to include the stroke order of kanji.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
R:1+ SURVIVAL PROFICIENCY Able to read short texts on subjects related to his immediate needs. Ready comprehension is conditional on the meaning's being clearly spelt out. Can follow a simple compound or complex sentence, but has little ability to handle many discourse markers commonly used in the written registers. With some use of a bilingual dictionary, can read for pleasure simplified versions of standard texts. Word attack is now sufficiently developed for the learner to be able to recognize most words in oral vocabulary though silent letters, non-phonetic forms or other irregularities may still cause confusion. Where texts are in cursive writing, copes only if the writing is neat and the style familiar.	Has some knowledge of radicals in kanji and can make an attempt to find meaning in a kanji dictionary. Can read short stories or articles simplified for foreigners providing that more difficult kanji are supplied with furigana, and provided that discourse is marked by such simple features as those indicated in S:1+. Can understand a simple circular on a familiar topic (e.g., note from school on a regular coming event) but where the topic is less familiar some prior explanation is needed. Can understand straightforward advertisements in which the information is directly stated, which do not use unfamiliar registers, contain a high degree of abbreviation, or depend significantly on the learner's ability to supply implied meaning.	In Japanese, the dictionary at this level is a romanized one.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
S:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information. Has restricted register flexibility though, where a specialist register has been experienced, will have acquired some features of it. Has limited ability to vary the "tone" of utterances. Can handle limited work requirements but will need help in handling any complications or difficulties. Hesitations are still frequent as the learner searches for vocabulary or grammar but has a speaking vocabulary sufficient to express himself simply with circumlocutions on most topics pertinent to his everyday life; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar especially in longer constructions. Accent, though often quite faulty, is intelligible; undue exertion on the part of a native speaking listener is not often necessary though some repetition in order to be understood may occur. Overall rate of utterance remains less than the native speaker's as a result of hesitations. Cohesion and discourse in short utterances or texts are secure but inconsistencies occur in longer ones.	Can give detailed information about own family, living conditions, educational background; can describe and converse on everyday things in his environment (e.g., his suburb, the weather; can describe present or most recent job or activity; can communicate on the spot with fellow workers or immediate superior (e.g., ask questions about job, make complaints about work conditions, time off, etc.); can give simple messages over the telehpone; can give directions and instructions for simple tasks in his everyday life (e.g., to tradesmen, in a post office or in a bank). Has tentative use of polite request forms, e.g., using ーていただく(もらう). Limited knowledge of honorific and humble forms is insufficient for social register and may sometimes cause offence.	At this level, the learner's ability is sufficient to enable him to establish normal social relationships with native speakers.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
L: 2 MINIMUM SOCIAL PROFICIENCY Able to understand in routine social situations and limited work situations. Can get the gist of most conversations in everyday social situations though may sometimes misinterpret or need utterances to be repeated or reworded. Less dependent on face-to-face contact, and the presence of other participants in the conversation does not normally cause comprehension problems. Has limited ability to comprehend if there is extensive use of specialist registers though, in own field, can, with paraphrase or explanation, comprehend routine conversations. Has some ability to see beyond surface meaning to comprehend less subtle or esoteric cultural implications. Can cope with the lower range of normal native speaker utterance rates but is soon lost with faster rates and has difficulty in understanding conversations between native speakers. Has some difficulty following extended lines of argument or complex discourse patterns.	Can readily understand the sort of information indicated in S-2 when given face-to-face; can take simple telephone messages in response to own questions or on familiar or expected topics; can cope with native speaker conversations at lower rates of utterance (e.g., 120-150 w.p.m.). Can comprehend and act on sequential instructions at work (e.g., . 終る前に機械を通して下さい.); does not fully comprehend television or radio broadcasts but can get the gist of news bulletins or other programs on familiar topics delivered at lower rates of utterance. Can, in most situations, broadly discriminate the "tone" of utterances (e.g., irony).	
W:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle (with moderate confidence and sufficient accuracy that comprehension by a native speaker is not impeded) those writen forms needed in his everyday life at home, in daily commerce, and in simple work situations not requiring specialist skills.	Has sufficient comprehension of kanji and of conventions of written style to write a personal letter on simple everyday topics or a simple report on an everyday event. Can write to order goods, book a room, or to carry out other uncomplicated and routine tasks. Can fill out most forms regularly encountered in everyday life (e.g., bank forms, registration forms).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
R: 2 MINIMUM SOCIAL PROFICIENCY Able to read simple prose, in a form equivalent to typescript or printing , on subjects within a familiar context. With extensive use of a bilingual dictionary can get the sense of those written forms frequently met in his everyday life. Can read for pleasure simply structured prose and literary and other texts which do not assume significant cultural knowledge, ability to handle complex discourse structure, or a specialist register. Can read neat cursive writing if the style is familiar.	Can recognize many common kanji and is able to give the most common readings for personal and place names. Can readily identify radicals in kanji and, using a bilingual dictionary, can get the sense of personal letters on everyday topics, simple stylized forms such as invitations and replies, routine, uncomplicated business letters, news items from the daily press (but longer reports and commentaries only with considerable difficulty), and simple articles in technical fields relevant to work experience. Can follow most clearly presented sequential instructions (e.g., accompanying a household appliance) when they are written in a non-specialist register, when there is plenty of time and a bilingual dictionary is available. Can read fluently for pleasure modern novels and stories simplified for the non-native reader. Can use timetables unaided.	The bilingual dictionary is to be taken as a kanji dictionary.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
S:3 MINIMUM VOCATIONAL PROFICIENCY Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics. Can discuss own particular interests and special fields of competence with reasonable ease though some circumlocutions; vocabulary is broad enough that the learner rarely has to grope for a word and can readily overcome gaps with circumlocutions; accent may be obviously foreign; control of grammar good; able to convey meaning precisely in reasonably complex sentences or by using, with reasonable accuracy, a wide range of modification devices; fluency is rarely disrupted by hesitations; errors rarely interfere with understanding or disturb the native speaker; able to modify language to meet the differing register requirements of situations which are familiar in the learner's personal and vocational life but can make secure use of only high frequency colloquialisms.	Can handle with confidence most social situations and those work situations relevant to own needs and experience. Though can vary language situationally, uses readily only the commonest humble and honorific forms. Can enter, exit from and participate in conversation with or between native speakers; can speak to educated native speakers or to those at own socioeconomic level on general or relevant vocational topics without unintentionally amusing or irritating them. However, some confusion will still sometimes arise through the misuse of language styles (e.g., abrupt forms, female and male styles) and will still sometimes fail to match language style to that of the native speaker interlocutor. Can present and debate own or others' ideas and attitudes about familiar topics or topics which are relevant to own or target culture; can cope with everyday difficult linguistic situations such as broken plumbing, a personal misunderstanding, undeserved traffic ticket, etc.	The key factor now emerging is register flexibility (as well as continued development in fluency and accuracy). Fluency refers to the ability to mobilize language exponents in connected expression.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
L:3 MINIMUM VOCATIONAL PROFICIENCY Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to own interests and experience. Can get the gist of most conversations between native speakers though may miss some details, especially where there is significant subsumed knowledge. Comprehension rarely affected by complex discourse patterns. Can generally understand at normal rates of utterance even if occasional words are unfamiliar, and rarely has to ask for an utterance to be repeated or paraphrased, except where speech is heavily loaded with colloquial features.	Can take information confidently by telephone; can comprehend a discourse or discussion on a non-technical subject and can, if necessary, take notes or summarize it; has reasonable comprehension of radio and television news readers (180 w.p.m.) though more rapid speakers may cause comprehension to suffer. Can comprehend most sums of money and most numerals though longer items may have to be repeated.	It should be noted that colloquial speech may entail changes in every aspect of language, including vocabulary, syntax, semantics, phonology, rate of utterance and paralinguistics.
W: 3 MINIMUM VOCATIONAL PROFICIENCY Able to write with sufficient accuracy in structures and spelling to meet all social needs and basic work needs. Can write with reasonable ease and accuracy on matters relevant to own interests, rarely lacks a word and is then able to circumvent it. Can use complex sentences accurately and can vary the style between personal and vocational contexts and use the functions appropriate to them.	Has sufficient knowledge of kanji and conventions of written style to be able to write in all those forms used in daily life (personal letters, notes, telegrams, invitations, etc.) without errors intruding on a native speaker's comprehension and acceptance. Can use those basic registers needed in the work situation and other routine business letters of his everyday life. Can generally use even complex sentence structures accurately. Discourse structure beyond the sentence level may still sometimes seem non-native. Can vary style over broad parameters (e.g., between personal and vocational contexts) though may lack some subtlety in differentiating between some contexts and show unnative-like use of keigo forms.	Principal changes from here to R-5, W-5 lie in breadth of vocabulary, accuracy of syntax, and flexibility of or sensitivity to style.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
R:3 MINIMUM VOCATIONAL PROFICIENCY Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field, and other everyday materials (e.g., best-selling novels and similar recreational literature). Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms. Can read cursive writing though non-standard or ill-formed scripts may still cause difficulty.	Can read standard newspaper items and routine personal and business corespondence in own field of interest and readily grasp their essential meaning. Can read such items and paraphrase or summarize their key points. Has some sensitivity to variations in style and register and to nuances in meaning but will frequently fail to perceive those that are more subtle or more culturally dependent. Can get the gist of advertisements containing nuances, puns and abbreviations. Is able to read extended texts (e.g., novels) with sufficient comprehension without reference to a dictionary to ensure pleasure even though some words will be unknown. Can refer to a telephone book but may still need help from a native speaker.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
S:4 VOCATIONAL PROFICIENCY Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Can participate in any conversation within the range of own experience with a high degree of fluency and precision of vocabulary; while the learner has mastered commonly occurring colloquial and idiomatic forms, some misuse of other items may occur; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; while a "foreign accent" may continue (especially in intonation and stress patterns), pronunciation does not impede comprehension by a native speaker; errors of grammar are quite rare and unsystematic and can usually be corrected in retrospect; always easily understood by a native speaker. Has considerable sensitivity to register requirements and readily modifies the language appropriately.	Can convey exact meaning in social and vocational discussions unrestricted by lexical or grammatical deficiencies. Can modify speech deliberately according to the situation and its register requirements; can generally use honorifics and humble forms and language styles appropriately. Can handle informal interpreting from first language.	Cultural understanding now plays a significant part in promoting language use. Grammatical development is now more or less complete though "slips" or errors of performance may still occur. The learner can, however, usually correct such errors if he becomes conscious of them.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (JAPANESE)*	*COMMENT*
L:4 VOCATIONAL PROFICIENCY Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to own experience. Can readily understand all speech of that variety of the language normally encountered in own personal, social, academic or vocational life and is rarely troubled by speech in less familiar contexts; can comprehend even fast rates of utterance in the target variety; can comprehend the generally recognized varieties of the target language and other similar varieties; only occasionally baffled by colloquialisms and regionalisms.	Can comprehend accurately in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can comprehend even fast utterance rates of 180 to 200 or more w.p.m. in the target variety; can appreciate and respond to register variations. Can comprehend most radio and television documentaries, and accurately identify the speaker's mood, tone, etc.; can comprehend numerals as readily as does a native speaker. Can comprehend the national dialect (or that learned) and those regional dialects similar to it but has increasing difficulty with more distant varieties. Can comprehend honorific and humble forms. Can handle informal interpreting into first language.	
W:4 VOCATIONAL PROFICIENCY Able to write fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Errors in grammar or vocabulary are very rare, rarely needs to consult a dictionary to express himself and is able to consider and select from amongst a wide choice of words and structures to make meaning more precise. Has considerable sensitivity to register requirements and can modify his language appropriately.	Can convey meanings precisely and accurately unrestricted by lexical, morphological, syntactic or spelling deficiencies. Can readily use all those written forms normally encountered and can modify them according to specific register requirements and in accordance with the rules of keigo in the written form. Can structure longer texts appropriately making full use of the available devices of discourse and cohesion. Can handle informal translation from first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
R:4 VOCATIONAL PROFICIENCY Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in own special field including official and professional documents and correspondence. Reading speed will approximate that of comparably educated native speakers. Cursive writing poses no greater difficulty than for a native speaker.	Can comprehend most literary forms though more difficult works (e.g., heavily culture-dependent or those containing pre-war kanji) may cause some problems. Can handle informal translation into first language. Can use telephone directory unaided.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
S:5 NATIVE-LIKE PROFICIENCY Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has complete fluency, accuracy and range in the language such that the learner's speech on all levels is fully accepted by such native speakers in all its features (including rate of utterance, suprasegmental and paralinguistic features, and breadth and accuracy of grammar, vocabulary, idiom, colloquialisms, and cultural references) even though some phonological features may exhibit minor non-native characteristics that never intrude nor inhibit comprehensibility. Able to operate as effectively as a native speaker of the same socio-cultural variety in all those registers encountered in his personal, social, academic or vocational life.	Can handle all tasks normally encountered and has native-like flexibility in new ones; can handle humour, innuendo, honorific and humble forms as effectively as a native speaker of the same socio-cultural variety. Very occasional non-native syllable stress, intonation pattern, allophone or phoneme substitution.	At this point all language-related cultural barriers are removed and, to all intents and purposes, the learner acts, and is accepted by others, as a native speaker. The distinction between the terms variety and register should be recalled. Any register limitations are of the same linguistic order and cause as for a native speaker of the same socio-cultural variety.
L:5 NATIVE-LIKE PROFICIENCY Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has the same degree of comprehension of the spoken language of native or non-native speakers in all its features (including idiom, colloquialisms, subtlety of meaning, and cultural references whether spoken face-to-face, by telephone or on the media) as has a native speaker of his socio-cultural variety. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of his socio-cultural variety. Is similarly sensitive to the implications of the variety and register used.	Can perform as effectively as a native speaker in all listening activities encountered and has a native speaker's flexibility in new ones. Perceives and responds to style, humour and innuendo as effectively as a native speaker of the same socio-cultural variety. Can generally recognize the likely educational level and origin of a speaker.	It should be remembered that the ASLPR measures general proficiency. Register flexibility is as firmly established at this level as for a native speaker. Learners who have not experienced a certain specialist register in their L2 may not have facility in it even though that register (e.g., of an academic or sporting interest) may be fully developed in their L1. With exposure to the register, however, they will

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (JAPANESE)	COMMENT
W:5 NATIVE-LIKE PROFICIENCY Written proficiency equivalent to that of a native speaker of the same socio-cultural variety. The learner's written language in all its forms is fully accepted by such native speakers in all its features including formal accuracy, structural variation, word choice, idiom, colloqualisms, register appropriateness, discourse structure (including thought sequence and coherence), subtlety of meaning and cultural references. Deviations from educated native speaker forms, special register features, or stylistic conventions will only be those recognizable as native speaker variants.	Can perform as effectively as a native speaker in all writing tasks normally encountered and has native-like flexibility in mastering new ones.	master it as readily as would comparable native speakers or, perhaps, more readily if they already have the relevant underlying concepts.
R:5 NATIVE-LIKE PROFICIENCY Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety. Can comprehend all forms of the written language (including abstract, structurally complex, or highly colloquial literary and non-literary writings) as effectively as such a native speaker. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of the same socio-cultural variety. Is similarly sensitive to the implications of the variety and register used. Can appreciate humour and subtle or culture-dependent nuances of meaning or style. Has no more difficulty than a native speaker in reading handwriting and alternative scripts.	Can comprehend with as much ease as an educated native speaker all forms of the written language normally encountered. Can identify the likely educational level of the writer. Can comprehend text in pre-war style as readily as a native speaker.	

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

(Version for French as a Foreign Language)

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ABBREVIATIONS

S = Speaking
L = Listening
W = Writing
R = Reading

He is to be taken as common gender.

L_1 refers to the native language.

L_2 or second language refers to the non-native target language.

w.p.m. = words per minute.

The authors acknowledge their debt to the FSI Scale in the initial development stages of the ASLPR.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:0 ZERO PROFICIENCY Unable to function in the spoken language. Oral production is limited to, at most, occasional isolated words. Essentially no communicative ability.		
L:0 ZERO PROFICIENCY Unable to comprehend the spoken language. Essentially no comprehension of even the most simplified and slowed speech.		
W:0 ZERO PROFICIENCY Unable to function in the written language. Essentially unable to communicate in writing even though, if the L1 uses the same alphabet as the L2, may be able to form the letters and copy word shapes.		Learners at this level could include persons unable to read or write in any language, persons able to read or write in a language (other than the L2) which does not use the Roman alphabet, or persons able to read or write in a language (other than the L2) which uses a Roman alphabet.
R:0 ZERO PROFICIENCY Unable to comprehend the written language. Essentially no comprehension of even isolated words or simple phrases.		

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:0+ INITIAL PROFICIENCY Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Expression is often excessively marked by culturally inappropriate non-verbal features and sympathetic noises. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty even by persons such as officials or teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.	Can give own name, age, address, phone number, number of people in the family, nationality, ethnic group or country of origin of the family, and name of first language. Can use some basic greetings; can say oui, non, pardon, excusez-moi, s'il vous plaît. Can spell out own name and those of family. Can make simple purchases where pointing or other gesture can support the verbal reference.	Areas of need may be those the learner experiences daily or that are regularly encountered through the objectives and teaching situations in the course followed. Interference from socio-cultural factors is particularly marked at this level and may inhibit language performance (e.g., if the L1 culture regards contradiction as impolite, yes-no questions may always be answered yes even though the correct answer is no and the no answer form has been mastered. Distortion of word endings may involve omission, addition or substitution of phonemes or allophones. The ability to differentiate between surname, given names etc. will depend on previous learning experiences and need not reflect upon language proficiency.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L:0+ INITIAL PROFICIENCY Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with non-native speakers. Can comprehend only slow, deliberate speech in face-to-face situations. May require much repetition, paraphrase and the support of exaggerated mime and gesture. Commonly responds to isolated words in utterances . Misunderstandings are frequent and even short utterances must frequently be repeated. Able to comprehend responses to own simple questions pertinent to survival needs where those responses do not deviate far from the expected response. Can comprehend only very simple requests for basic information where context makes the nature of the request predictable and the forms closely match the formulae learnt. Can comprehend the simplest sentence structures only when supported by the context or other redundant features. Comprehends few non-verbal features not found in own culture. While listening, tends to make excessive use of "sympathetic" features. (e.g., nod, yes, thank you, repetition of speaker's words).	Can comprehend memorized items in situations experienced in the learning environment. Can comprehend simple, predictable requests in predictable forms for personal and family information (name, date of birth, country of origin, language, telephone number, occupation). Less predictable questions are frequently interpreted as statements despite structure, intonation and context. Can comprehend basic time modifiers (e.g., aujourd'hui, demain, hier) and days of the week. Can comprehend basic directions such as Tournez à droite, à gauche, tout droit, en face. Can comprehend two-word numbers (e.g., trente-six) or three-digit numbers with numerals isolated (e.g., un six quatre); can comprehend high frequency sums of money provided that each unit (francs, centimes) does not exceed this complexity (e.g., dix francs trente-cinq). Can comprehend nod or shake of head, indication of direction, (pointing, beckoning), extension of hand.	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
W:0+ INITIAL PROFICIENCY Able to write clearly a limited number of words or short formulae pertinent to the most predictable areas of everyday need. Can provide basic information of immediate relevance in isolated words or short formulae. Can write with reasonable phonetic accuracy short words that are in his oral vocabulary. Has sufficient memory for word shapes to write recognizably (if not with formal accuracy) short words pertinent to written needs.	Can copy names of everyday objects, names of shops and street signs. Can write own name, address, age, date of birth or arrival in the country, and those of family. Can write short, familiar, mainly one-syllable words when said aloud by self or others, not necessarily with correct spelling but with reasonable phonetic accuracy.	By writing is intended the ability to transfer sound into script. Whether acceptable cursive writing as well as print can be used at the lowest proficiency levels will vary according to the learner's background. Ability to read cursive writing will depend on similar factors but also on the writer's letter formation.
R:0+ INITIAL PROFICIENCY Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorized in response to immediate needs. Where the language has an alphabet, can recognize most printed letters; can comprehend commonly encountered names and other isolated words whose forms have been memorized and which are relevant to everyday needs; can read most of them aloud, but comprehensibility may suffer because of sketchy knowledge of sound-symbol correspondence and inaccurate articulation. Is generally unable to recode unfamiliar words into sound except where considerable transfer from L1 to L2 is possible.	Can identify the names of own family and place of living; can recognize names of common shops and familiar street signs (e.g.,. marchez pas sur la pelouse, serrez à droite, attention au feu). Can identify and read aloud the names of common everyday objects as learnt in response to survival needs, though not necessarily with correct pronunciation.	Reading involves, most fundamentally, obtaining meaning from script but related developments include sound-symbol correspondence and recoding word or sentence shapes into sound. At this level the beginnings of sound-symbol correspondence and visual memory for word shapes are emerging. The length of time needed to reach them will vary according to the learner's previous level of literacy, the scripts (if any) in which literacy exists, and the transferability of the sound-symbol relationships from the L1 to the L2.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:1- ELEMENTARY PROFICIENCY Able to satisfy immediate needs using learned utterances. The first signs of spontaneity and flexibility are emerging but there is no real autonomy of expression; there is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident. May make inappropriate use of sympathetic noises and gesture.	Can produce utterances in fragmentary grammar which may consist of, e.g., no more than noun, verb and modifier. Can give in fragmentary utterances and with much repetition such personal details as name, address, nationality, marital status, occupation, date and place of birth, date of arrival in country or other event. Cannot use French over the telephone except in the most limited contexts where the information given or request made is highly predictable (e.g., to book a room in a hotel, or asking to speak to a person by name). Can make simple purchases by stating what is wanted and asking the price but only where the context supports the verbal message. Can spell out name and address. Can indicate time by such phrases as la semaine prochaine, vendredi dernier, au mois de novembre, trois heures, vingt-trois heures quinze.	The extent of use of sympathetic noises and gesture is heavily influenced by cultural background and personality.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L:1- ELEMENTARY PROFICIENCY		
Able to comprehend readily only utterances which are thoroughly familiar or are predictable within the areas of immediate survival needs. In less familiar utterances, still tends to identify and respond to isolated words which will often cause misunderstanding and inappropriate responses. Still heavily dependent on face-to-face contact . Although able to recognize many basic patterns of structure and intonation, tentative grammatical knowledge will still cause many sentence meanings to be confused. Can comprehend only the commonest non-verbal features and has a developing awareness of some variants of them.	Can comprehend requests for personal details (name, age, address, etc.) and short statements about others. Frequently interprets questions as statements unless repeated and redundantly marked by sentence structure, est-ce que, qu'est-ce que, strong upward intonation, or context. Comprehends commands, requests and simple directions relating to how to get from X to Y only when supported by obvious non-verbal features. Cannot comprehend telephone, radio or television. Can comprehend three digit numbers if said deliberately (e.g., 2 3 6) and sums of money of equivalent difficulty (e.g., 159F.95). Comprehends basic time phrases such as 2.20, 3 heures, la semaine prochaine, au mois de novembre. Readily comprehends present, passe compose and immediate future tenses but only if supported by an appropriate modifier. Can comprehend minimal variants of basic non-verbal features such as assent, negation or indication of direction.	Ability to comprehend sums of money is strongly influenced by cultural, vocational, personality and situational factors.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
W:1- ELEMENTARY PROFICIENCY Able to write with reasonable accuracy short words and brief familiar utterances. Where the language has an alphabet, can form all letters; can write with reasonable phonetic and formal accuracy basic personal details and the names of everyday objects. Can write a short simple sentence or brief instruction relating to matters in areas of immediate need or with which he is very familiar.	Can write short familiar words with reasonable accuracy though may need to sound them out. Can write a phrase or short sentence (not necessarily accurately) to give basic details about self and family, to reply to a query, or to convey simple information (e.g., to identify a photograph of a familiar scene). Can copy short written sentences (e.g., giving directions how to go from X to Y).	
R:1- ELEMENTARY PROFICIENCY Able to read short simple sentences and short instructions. Can recognize and name most of the letters of the printed alphabet (both upper and lower case if found in the language). Can read short, original sentences of one clause on familiar topics. Fluency is restricted by syntactic knowledge, vocabulary, cultural knowledge and inability to handle longer sentences or the discourse structure of even short texts. Silent reading may be accompanied by oral recoding. Word recognition may depend heavily on sounding out the letters. Aware of the more frequent sound-symbol correspondences but errors will still frequently occur.	Can identify and read aloud common words (e.g., names of shops and everyday objects). Can read aloud with reasonable accuracy words containing familiar sound-symbol correspondences. Can comprehend short written directions (e.g., to go from X to Y or simple one-sentence instructions (e.g., arranging time and place to meet). Can understand commonest abbreviations in daily usage such as M., Mme., 12h. 35.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. Vocabulary inadequate to express anything but the most elementary needs; fractured sentence structure and other grammatical errors are frequent; strong interference from L1 occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers. Has not developed skills in a specialist register though, where such a register has been experienced, may have acquired some relevant items.	Despite hesitations, fractured syntax and many repetitions, can give personal information and maintain very simple conversations on topics that are familiar or of personal interest; can express likes and dislikes in areas of particular interest; can make an introduction and use basic greeting and leave-taking expressions; can ask and tell time of day, day and date; can make simple transactions in shops, post offices or banks; can verbalize inability to understand, ask for slower repetition of utterance, spelling of name or address. Depending on need and previous experience, can order a simple meal, ask for shelter or lodging, ask and give simple directions (e.g., tell someone how to get from X to Y); can use public transport (buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets).	Modifying devices or modifiers are those forms (e.g., verb forms, adjectives, adverbs, phrases, clauses, etc.) that are used to modify and qualify ideas and give precision to the expression of thought.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
L:1 MINIMUM SURVIVAL PROFICIENCY Able to comprehend enough to meet basic survival needs. Can comprehend short utterances and some longer ones provided the content is familiar to him or they are in response to his own simple questions pertinent to personal details or survival needs in his everyday life. Only common social formulae or other short, simple, familiar utterances are readily understood; otherwise, requires frequent repetition, redundancy, or paraphrase and a slow deliberate rate of utterance. Lacks discourse mastery and generally unable to relate even a short series of utterances. Has very limited ability to cope with specialist registers though may comprehend some items pertinent to areas of activity which have been experienced.	Can comprehend simple directions relating to how to get from X to Y, by foot or public transport; can comprehend time of day, day and date, and appointments; can cope with only simple verbal number operations. Can respond to simple high-frequency instructions in familiar situations (e.g., school or work); comprehends less predictable utterances in familiar situations if said slowly and deliberately (e.g., 80-100 w.p.m.). Has great difficulty in using a telephone or comprehending radio or television. Rarely comprehends even the commonest elided forms of colloquial speech. Is, to only a limited extent, sensitive enough to suprasegmental, non-verbal and other paralinguistic features to discriminate "tone" of utterances (e.g., polite, rude, friendly, unfriendly, etc.).	Familiar situations could include those regularly encountered in work, school, leisure, etc.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
W:1 MINIMUM SURVIVAL PROFICIENCY Able to satisfy basic survival needs. Can write all letters of the alphabet and copy most sentences accurately. Can write personal details and a short series of sentences about things that are familiar (not necessaily with formal accuracy in lexis and syntax but comprehensibly). Longer utterances or longer series of utterances tend to lose coherence.	Can fill in uncomplicated forms with personal details (name, address, nationality, marital status). Can write simple sentences, including brief instructions (e.g., how to find way to a friend's place). Can copy from written script quite accurately the sorts of information indicated in R:1. Can copy down, when presented orally, name, address, appointment and simple directions. Can produce a short series of simple sentences on a familiar topic (e.g., personal details for a job application, short simple narration of an everyday occurrence, post card).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
R:1 MINIMUM SURVIVAL PROFICIENCY Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences. Can recognize and name all the letters in the printed version of the alphabet (both upper and lower case if found in the alphabet). Can read simple sentences with ease but may have difficulty with sentences of greater complexity. Can read and comprehend (but not necessarily fluently) very short, syntactically simple texts concerning his everyday life (cf.L:1), but has considerable difficulty in comprehending texts with more complex discourse structure.	Can read uncomplicated forms requiring basic personal details (name, address, nationality, marital status) but will require help in comprehending others. Can comprehend short, high frequency traffic signs, shop designations, bus and train destinations, basic timetables, and common French menus. From lists (e.g., street directory, index) can isolate the information required. Can use a directory to find a tradesman or shop. Can read a notice for a function and identify the nature, name, location, date and time of the event. Can read a short series of simple sentences narrating an everyday event. Can comprehend and act on a short series of simple instructions for using an everyday object (provided they do not contain unfamiliar specialist vocabulary).	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation; grammatical errors still frequently cause misunderstanding. Limited vocubulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While basic word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited by still tentative emergence of modification devices. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Simple discourse markers are used relating to closely contiguous parts of the text but extended discourse is largely a series of discrete utterances. Articulation is reasonable comprehensible to native speakers, can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech may be laboured. Stress and intonation patterns are not native-like and may interfere with communication. Still has to repeat utterances frequently to be understood by the general public. Has very limited register flexibility though, where a specialist register has been experienced, may have acquired some features of it.	Can cope with less routine situations in shops, post office, bank, (e.g., asking for a larger size, returning an unsatisfactory purchase), and on public transport, (e.g., asking passenger where to get off for unfamiliar des-tination). Can explain some personal symptoms to a doctor but with limited precision. Can modify utterances to express uncertainty or the hypothetical by single word or other simple devices (e.g. Je crois. Il me semble) and has tentative use of si (conditional). Can use simple discourse markers such as donc, ainsi, mais, alors, puis, parce que. Often makes inappropriate use of honorifics, e.g., title without surname. In work situation or school can communicate most routine needs not requiring special register (e.g., out of expendable commodity) and basic details of unpredictable occurrences, e.g., an accident. Can ask the meaning of an unfamiliar word, or ask for the French word for a demonstrable item. Can generally use je, moi, vous, nous, mon, votre but other personal pronouns and possessive adjectives are often hesitant or wrong.	From this level on, the learner has a significant language repertoire permitting comprehension of texts containing an increasing number of unfamiliar language items or cultural references. The learner now has a sufficient language base to benefit greatly in language learning from out-of-class experience and to permit exploration of the language by enquiry from native speakers. The thrust of development through this level is towards more spontaneity and creativity, increased flexibility but still in essentially survival-type situations with a start to more general social interaction. Ability to comprehend still depends greatly on the native speaker's modifying the language produced. Immediate memory is less restricted, operations less laboured, and some textual facility is starting to emerge.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
L:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can understand in all situations relevant to his survival needs. Less dependent on contextual support but comprehension is still significantly assisted by face-to-face contact, careful articulation and slow rate of utterance. Provided the topic discussed is familiar, can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning. While global comprehension of utterances may be generally secure, deficiencies in the listening skill will often lead the learner to miss more specific information; misinterpretations are frequent and, in less familiar situations, may require repetition, paraphrase or explanation. More sensitive to morphology, recognizes changes of tense, and generally comprehends regular forms without having to rely on contextual support. Has much difficulty comprehending extended lines of argument and comprehends only the simplest discourse markers. Has little ability in specialist registers but can follow routine communications in the work place and some unpredictable utterances provided they involve mainly the non-specialist register or are supported by the context. Can generally distinguish statements, questions and commands by intonation, etc., but has limited ability to deduce other than surface meaning. Comprehension still suffers from limited familiarity with the target culture.	Recognizes simple relationships between short combinations of clauses and sentences (e.g., marked by et, mais, si, parce que) but fails to comprehend more complex relationships or more complex discourse marked over a longer text. Can cope with utterances that are carefully articulated and said slowly (e.g. 100 to 120 w.p.m.). Comprehends only isolated words or phrases in most conversations between native speakers and will also fail to comprehend subsumed knowledge. Has no facility in comprehending speakers of dialects other than that most frequently experienced. Comprehends most common, standard contracted forms but has considerable difficulty with colloquial "run-on" forms (such as, y a, n'pas). Comprehends very little of a radio broadcast and has great difficulty using the telephone. Can comprehend only broad train of events of a T.V. drama, little of less visually supported telecasts though has fair comprehension of frequently repeated commercials said slowly in the standard dialect without significant cultural assumptions. If heavily marked, understands the implied annoyance, sarcasm, etc. in such utterances as "Tu n'as pas encore fini?" or "Bien fait!" Can act on a simple series of commands such as "Trouve un chiffon et essuye le tableau" and negative commands such as "Ne touchez pas!"	Cultural interference may create unease in use of second person pronouns and persons' names for learners of some backgrounds. Some pronunciation problems will persist well beyond this stage. The ability to acquire flexibility in social register varies greatly according to the background, sensitivity and personality of the individual. The emergence of modifying devices and discourse markers gives the learner the means to express (however tentatively at 1+) individual meanings (e.g., personal perceptions and attitudes) as well as universal meanings. "Work" situations should be considered to include school for students.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
W:1+ SURVIVAL PROFICIENCY Able to satisfy all survival needs and limited social needs. Can write a sufficiently wide range of informal language to satisfy survival needs though errors in syntax, spelling and style may frequently interfere with comprehension. Can write most words and sentences that can be produced orally but longer utterances and texts may lack coherence through a failure to maintain sentence structure, to structure the thought sequence acceptably, or to use discourse markers appropriately. Has the ability to use a bilingual dictionary to check spelling. Aware of but not confident with the formal devices used in writing letters and has limited ability to vary them to match different recipients.	Can write a simple covering letter (e.g., to accompany a cheque or bank draft). Can convey a simple message by telegram (e.g., accepting job offered) though the conventions and form may often be inappropriate. Can write a note to explain an absence from school or requesting leave. Can take down a simple message in note form.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
R:1+ SURVIVAL PROFICIENCY Able to read short texts on subjects related to his immediate needs. Ready comprehension is conditional on the meaning's being clearly spelt out. Can follow a simple compound or complex sentence, but has little ability to handle many discourse markers commonly used in the written registers. With some use of a bilingual dictionary, can read for pleasure simplified versions of standard texts. Word attack is now sufficiently developed for the learner to be able to recognize most words in oral vocabulary though silent letters, non-phonetic forms or other irregularities may still cause confusion. Where texts are in cursive writing, copes only if the writing is neat and the style familiar.	Can understand a simple circular on a familiar topic (e.g., note from school on a regular coming event) but where the topic is less familiar some prior explanation is needed. Using a bilinqual dictionary can read a popular novel or short story simplified for L2 learners. Can comprehend texts in which discourse is marked by such simple features as those indicated in S:1+. Can follow the instructions on a public telephone provided such words such as la tonalite and le combine are familiar. Can discriminate between widely differing letters such as an apparently personalized sales promotion and correspondence requiring action (e.g., overdue account or alteration to delivery routine) even if neither is fully understood. Can understand straightforward classified advertisements in which the information is directly stated, which do not use unfamiliar registers, contain a high degree of abbreviation, or depend signigicantly on the learner's ability to supply implied meaning (e.g., as in innuendo).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
S:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not facility most social situations including introductions and casual conversations about current events, as well as work, family, amd autobiographical information. Has restricted register flexibility though, where a specialist register has been experienced, will have acquired some features of it. Has limited ability to vary the "tone" of utterances. Can handle limited work requirements but will need help in handling any complications or difficulties. Hesitations are still frequent as the learner searches for vocabulary or grammar but has a speaking vocabulary sufficient to express himself simply with circumlocutions on most topics pertinent to his everyday life; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar especially in longer constructions. Accent, though often quite faulty, is intelligible; undue exertion on the part of a native speaking listener is not often necessary though some repetition in order to be understood may occur. Overall rate of utterance remains less than the native speaker's as a result of hesitations. Cohesion and discourse in short utterances or texts are secure but inconsistencies occur in longer ones.	Can give detailed information about own family, living conditions, educational background; can describe and converse on everyday things in his environment (e.g., his suburb, the weather); can describe present or recent activity; can communicate on the spot with fellow students or teachers (e.g., ask questions about a task, make complaint about working conditions, excuse absence, etc.); can give simple messages over the telehpone; can give directions and instructions for simple tasks in his everyday life (e.g., to tradesmen or tour operator). Has tentative use of polite request forms, e.g., involving pourriez-vous. May sometimes offend by unintended blandness or aggressiveness or irritate by over-deference where native speakers expect informality.	At this level, the learner's ability is sufficient to enable him to establish normal social relationships with native speakers.

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
L: 2 MINIMUM SOCIAL PROFICIENCY Able to understand in routine social situations and limited work situations. Can get the gist of most conversations in everyday social situations though may sometimes misinterpret or need utterances to be repeated or reworded. Less dependent on face-to-face contact, and the presence of other participants in the conversation does not normally cause comprehension problems. Has limited ability to comprehend if there is extensive use of specialist registers though, in own field, can, with paraphrase or explanation, comprehend routine conversations. Has some ability to see beyond surface meaning to comprehend less subtle or esoteric cultural implications. Can cope with the lower range of normal native speaker utterance rates but is soon lost with faster rates and has difficulty in understanding conversations between native speakers. Has some difficulty following extended lines of argument or complex discourse patterns.	Can readily understand the sort of information indicated in S-2 when given face-to-face; can take simple telephone messages in response to own questions or on familiar or expected topics; can cope with native speaker conversations at lower rates of utterance (e.g., 120-150 w.p.m.). Can comprehend and act on sequential instructions at work (e.g., attendez la tonalite, puis composez le numéro d'appel de votre correspondant); does not fully comprehend televsion or radio broadcasts but can get the gist of news bulletins or other programs on familiar topics delivered at lower rates of utterance. Can, in most situations, broadly discriminate the "tone" of utterances (e.g., irony).	
W:2 MINIMUM SOCIAL PROFICIENCY Able to satisfy routine social demands and limited work requirements. Can handle (with moderate confidence and sufficient accuracy that comprehension by a native speaker is not impeded) those writen forms needed in his everyday life at home, in daily commerce, and in simple work situations not requiring specialist skills.	Can write a personal letter on simple everyday topics or a simple report on an everyday event. Can write to order goods, book a room, or to carry out other uncomplicated and routine tasks. Can fill out most forms reqularly encountered in everyday life in France (e.g., telegram, travel documents).	

GENERAL DESCRIPTION	*EXAMPLES OF SPECIFIC TASKS (FRENCH)*	*COMMENT*
R: 2 MINIMUM SOCIAL PROFICIENCY Able to read simple prose, in a form equivalent to typescript or printing , on subjects within a familiar context. With extensive use of a bilingual dictionary can get the sense of those written forms frequently met in his everyday life. Can read for pleasure simply structured prose and literary and other texts which do not assume significant cultural knowledge, ability to handle complex discourse structure, or a specialist register. Can read neat cursive writing if the style is familiar.	Using a bilingual dictionary, can get the sense of personal letters on everyday topics, simple stylized forms such as invitations and replies, routine, uncomplicated business letters, news items from the daily press (but longer reports and commentaries only with considerable difficulty), and simple articles in technical fields relevant to work experience. Can follow most clearly presented sequential instructions (e.g., accompanying a household appliance) when they are written in a non-specialist register, when there is plenty of time and a bilingual dictionary is available. Can read fluently for pleasure modern novels simplified for the non-native reader.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:3 MINIMUM VOCATIONAL PROFICIENCY Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics. Can discuss own particular interests and special fields of competence with reasonable ease though some circumlocutions; vocabulary is broad enough that the learner rarely has to grope for a word and can readily overcome gaps with circumlocutions; accent may be obviously foreign; control of grammar good; able to convey meaning precisely in reasonably complex sentences or by using, with reasonable accuracy, a wide range of modification devices; fluency is rarely disrupted by hesitations; errors rarely interfere with understanding or disturb the native speaker; able to modify language to meet the differing register requirements of situations which are familiar in the learner's personal and vocational life but can make secure use of only high frequency colloquialisms.	Can handle with confidence most social situations and those work situations relevant to own needs and experience. Can enter, exit from and participate in conversation with or between native speakers; can speak to educated native speakers or to those at own socio-economic level on general or relevant vocational topics without unintentionally amusing or irritating them; can present and debate own or others' ideas and attitudes about familiar topics or topics which are relevant to own or target culture; can cope with everyday difficult linguistic situations (e.g., hot water not functioning in the hotel room, broken plumbing, a personal misunderstanding, undeserved traffic ticket, etc.).	The key factor now emerging is register flexibility (as well as continued development in fluency and accuracy). Fluency refers to the ability to mobilize language exponents in connected expression.
L:3 MINIMUM VOCATIONAL PROFICIENCY Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to own interests and experience. Can get the gist of most conversations between native speakers though may miss some details, especially where there is significant subsumed knowledge. Comprehension rarely affected by complex discourse patterns. Can generally understand at normal rates of utterance even if occasional words are unfamiliar, and rarely has to ask for an utterance to be repeated or paraphrased, except where speech is heavily loaded with colloquial features.	Can take information confidently by telephone; can comprehend a discourse or discussion on a non-technical subject and can, if necessary, take notes or summarize it; has reasonable comprehension of radio and television news readers (180 w.p.m.) though more rapid speakers may cause comprehension to suffer. Can comprehend most sums of money and most numerals though longer items may have to be repeated.	It should be noted that colloquial speech may entail changes in every aspect of language, including vocabulary, syntax, semantics, phonology, rate of utterance and paralinguistics.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
W: 3 MINIMUM VOCATIONAL PROFICIENCY Able to write with sufficient accuracy in structures and spelling to meet all social needs and basic work needs. Can write with reasonable ease and accuracy on matters relevant to own interests, rarely lacks a word and is then able to circumvent it. Can use complex sentences accurately and can vary the style between personal and vocational contexts and use the functions appropriate to them.	Can write in all those forms used in daily life (personal letters, notes, telegrams, invitations, etc.) without errors intruding on a native speaker's comprehension and acceptance. Can use those basic registers needed in the work situation and other routine business letters of his everyday life. Can generally use even complex sentence structures accurately. Discourse structure beyond the sentence level may still sometimes seem non-native. Can vary style over broad parameters (e.g., between personal and vocational contexts) though may lack some subtlety in differentiating between some contexts.	Principal changes from here to R-5, W-5 lie in breadth of vocabulary, accuracy of syntax, and flexibility of or sensitivity to style.
R:3 MINIMUM VOCATIONAL PROFICIENCY Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field, and other everyday materials (e.g., best-selling novels and similar recreational literature). Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms. Can read cursive writing though non-standard or ill-formed scripts may still cause difficulty.	Can read standard newspaper items and routine personal and business corespondence in own field of interest and readily grasp their essential meaning. Can read such items and paraphrase or summarize their key points. Has some sensitivity to variations in style and register and to nuances in meaning but will frequently fail to perceive those that are more subtle or more culturally dependent. Is able to read extended texts (e.g., novels) with sufficient comprehension without reference to a dictionary to ensure pleasure even though some words will be unknown.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:4 VOCATIONAL PROFICIENCY Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Can participate in any conversation within the range of own experience with a high degree of fluency and precision of vocabulary; while the learner has mastered commonly occurring colloquial and idiomatic forms, some misuse of other items may occur; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; while a "foreign accent" may continue (especially in intonation and stress patterns), pronunciation does not impede comprehension by a native speaker; errors of grammar are quite rare and unsystematic and can usually be corrected in retrospect; always easily understood by a native speaker. Has considerable sensitivity to register requirements and readily modifies the language appropriately.	Can convey exact meaning in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can modify speech deliberately according to the situation and its register requirements; can handle informal interpreting from first language.	Cultural understanding now plays a significant part in promoting language use. Grammatical development is now more or less complete though "slips" or errors of performance may still occur. The learner can, however, usually correct such errors if he becomes conscious of them.
L:4 VOCATIONAL PROFICIENCY Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to own experience. Can readily understand all speech of that variety of the language normally encountered in own personal, social, academic or vocational life and is rarely troubled by speech in less familiar contexts; can comprehend even fast rates of utterance in the target variety; can comprehend the generally recognized varieties of the target language and other similar varieties; only occasionally baffled by colloquialisms and regionalisms.	Can comprehend accurately in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can comprehend even fast utterance rates of 180 to 200 or more w.p.m. in the target variety; can appreciate and respond to register variations. Can comprehend most radio and television documentaries , and accurately identify the speaker's mood, tone, etc.; can comprehend numerals as readily as does a native speaker. Can comprehend the standard variety (or that learned) and other varieties similar to it but has increasing difficulty with more distant varieties. Can handle informal interpreting into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
W:4 VOCATIONAL PROFICIENCY Able to write fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Errors in grammar or vocabulary are very rare, rarely needs to consult a dictionary to express himself and is able to consider and select from amongst a wide choice of words and structures to make meaning more precise. Has considerable sensitivity to register requirements and can modify his language appropriately.	Can convey meanings precisely and accurately unrestricted by lexical, morphological, syntactic or spelling deficiencies. Can readily use all those written forms normally encountered and can modify them according to specific register requirements. Can structure longer texts appropriately making full use of the available devices of discourse and cohesion. Can handle in-formal translation from first language.	
R:4 VOCATIONAL PROFICIENCY Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in own special field including official and professional documents and correspondence. Reading speed will approximate that of comparably educated native speakers. Cursive writing poses no greater difficulty than for a native speaker.	Can comprehend most literary forms though more difficult works (e.g., heavily culture-dependent or in a form remote from "normal" discourse) may cause some problems. Can handle informal translation into first language.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
S:5 NATIVE-LIKE PROFICIENCY Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has complete fluency, accuracy and range in the language such that the learner's speech on all levels is fully accepted by such native speakers in all its features (including rate of utterance, suprasegmental and paralinguistic features, and breadth and accuracy of grammar, vocabulary, idiom, colloquialisms, and cultural references) even though some phonological features may exhibit minor non-native characteristics that never intrude nor inhibit comprehensibility. Able to operate as effectively as a native speaker of the same socio-cultural variety in all those registers encountered in his personal, social, academic or vocational life.	Can handle all tasks normally encountered and has native-like flexibility in new ones; can handle humour and innuendo as effectively as a native speaker of the same sociocultural variety. Very occasional non-native syllable stress, intonation pattern, allophone or phoneme substitution.	At this point all language-related cultural barriers are removed and, to all intents and purposes, the learner acts, and is accepted by others, as a native speaker. The distinction between the terms variety and register should be recalled. Any register limitations are of the same linguistic order and cause as for a native speaker of the same socio-cultural variety. It should be remembered that the ASLPR measures general proficiency. Register flexibility is as firmly established at this level as for a native speaker. Learners who have not experienced a certain specialist register in their L2 may not have facility in it even though that register (e.g., of an academic or sporting interest) may be fully developed in their L1. With exposure to the register, however, they will master it as readily as would comparable native speakers or, perhaps, more readily if they already have the relevant underlying concepts.
L:5 NATIVE-LIKE PROFICIENCY Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has the same degree of comprehension of the spoken language of native or non-native speakers in all its features (including idiom, colloquialisms, subtlety of meaning, and cultural references whether spoken face-to-face, by telephone or on the media) as has a native speaker of his socio-cultural variety. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of his socio-cultural variety. Is similarly sensitive to the implications of the variety and register used.	Can perform as effectively as a native speaker in all listening activities encountered and has a native speaker's flexibility in new ones. Perceives and responds to style, humour and innuendo as effectively as a native speaker of the same sociocultural variety. Can generally recognize the likely educational level and origin of a speaker.	

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (FRENCH)	COMMENT
W:5 NATIVE-LIKE PROFICIENCY Written proficiency equivalent to that of a native speaker of the same socio-cultural variety. The learner's written language in all its forms is fully accepted by such native speakers in all its features including formal accuracy, structural variation, word choice, idiom, colloqualisms, register appropriateness, discourse structure (including thought sequence and coherence), subtlety of meaning and cultural references. Deviations from educated native speaker forms, special register features, or stylistic conventions will only be those recognizable as native speaker variants.	Can perform as effectively as a native speaker in all writing tasks normally encountered and has native-like flexibility in mastering new ones.	
R:5 NATIVE-LIKE PROFICIENCY Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety. Can comprehend all forms of the written language (including abstract, structurally complex, or highly colloquial literary and non-literary writings) as effectively as such a native speaker. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of the same socio-cultural variety. Is similarly sensitive to the implications of the variety and register used. Can appreciate humour and subtle or culture-dependent nuances of meaning or style. Has no more difficulty than a native speaker in reading handwriting and alternative scripts.	Can comprehend with as much ease as an educated native speaker all forms of the written language normally encountered. Can identify the likely educational level of the writer. Can understand common references from the Judaeo-Christian literary tradition and sport. Comprehends a text in old French script as readily as a native speaker.	